St. Petersburg College
College of Nursing

Self Study Report

Submitted to:
Commission on Collegiate Nursing Education
SEPTEMBER 26 - 28, 2011

Table of Contents

Brief Overview of St. Petersburg College 1

Standard I.

Program Quality: Mission & Governance 3

I-A 3
I-B 8
I-C 11
I-D 13
I-E 15
I-F 18
I-G 21

Standard II.

Program Quality: Institutional Commitment & Resources 23

II-A 23
II-B 25
II-C 34
II-D 36
II-E 37
II-F 39

Standard III.

Program Quality: Curriculum & Teaching-Learning Practices 45

III-A 45
III-B 47
III-C 51
III-D 57
III-E 59
III-F 61
III-G 62

Standard IV.

Program Effectiveness: Aggregate Student & Faculty Outcomes 67

IV-A 67
IV-B 71
IV-C 76
IV-D 78
IV-E 83
IV-F 85

List of Tables

Table 1.1
Congruency of College and CON Mission Statement and Goals 4

Table 1.2
RN-BSN Program Goals in Relation to SPC Goals 5

Table 1.3
All Students Enrolled in the Program 2008 to Present 10

Table 1.4
Expected Faculty Outcomes 12

Table 1.5
Policy, Primary Responsibility for Review and Location of Policy 18

Table 2.1
Administrative Support for Students 31

Table 2.2
Student Activities at SPC 31

Table 3.1
General Education and Support Courses 53

Table 3.2
Baccalaureate Curriculum Plan 55

Table 4.1
Expected Aggregate Outcomes and Data Sources 68

Table 4.2
Respondent and Data Sources 70

Table 4.3
Data Review Plan 72

Table 4.4
Expected Student Outcomes 73

Table 4.5
Demonstrated Achievements: Mean Scores by Group 74

Table 4.6
Exit Exam Results: Mean for RN to BSN students (N) compared to the National Mean 75

Table 4.7
Professional Development and Scholarship Data 85

List of Figures

Figure 1.1
Organizational Structure – RN-BSN Program 14

Commission on Collegiate Nursing Education

PROGRAM INFORMATION FORM

Commission on Collegiate Nursing Education

One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120

GENERAL INFORMATION

Official Name of Institution: St. Petersburg College

Type of Institution **(check one):** ☒public ☐private, secular ☐private, religious ☐proprietary

Institution's Carnegie Classification: Associate's - Public 4-year Primarily Associate's

Chief Executive Officer of Institution (Full Name and Title): Dr. William Law, President

Official Name of Nursing Unit: College of Nursing

Chief Nurse Administrator (Full Name and Title): Dr. Jean M. Wortock, Dean

Address: 7200 66th Street North

City: Pinellas Park State: FL Zip Code: 33781

Phone: 727-341-3640 Fax: 727-341-3646

E-mail address: Wortock.Jean@spcollege.edu

Web site address (URL) of institution: http://www.spcollege.edu/

Web site address (URL) of nursing unit: http://www.spcollege.edu/bachelors/nursing/

Web site address (URL) of institution's catalog (if available electronically):
http://www.spcollege.edu/webcentral/catalog/

Web site address (URL) of nursing student handbook (if available electronically): _____

☒ **Check here** to verify that the Chief Nurse Administrator, identified above, has approved this completed form and confirms its contents as of 08/03/11. (date)

ACCREDITATION AND APPROVAL

Institutional Accreditation:

INSTITUTIONAL ACCREDITOR *(identify agency name)*	**LAST REVIEW** *(year)*	**NEXT SCHEDULED REVIEW** (*year)*
Southern Association of Colleges and Schools	2008	2018

Specialized Accreditation:

SPECIALIZED ACCREDITOR	**LAST REVIEW** *(year)*	**NEXT SCHEDULED REVIEW** (*year)*
Council on Accreditation of Nurse Anesthesia Educational Programs		
Accreditation Commission for Midwifery Education		
Commission on Collegiate Nursing Education	Baccalaureate in Nursing 2006 Master's in Nursing Doctor of Nursing Practice	Baccalaureate in Nursing 2011 Master's in Nursing Doctor of Nursing Practice
National Association for Nurse Practitioners in Reproductive Health		
National League for Nursing Accrediting Commission	Baccalaureate in Nursing Master's in Nursing Doctor of Nursing Practice	Baccalaureate in Nursing Master's in Nursing Doctor of Nursing Practice

State Board of Nursing Approval:

Name of applicable state board of nursing: _____

NURSING PROGRAM APPROVED	**LAST REVIEW** *(year)*	**NEXT SCHEDULED REVIEW** *(year)*
Baccalaureate		
Master's		
Doctor of Nursing Practice		

Add any relevant comments regarding state accreditation and approval:

_____

NURSING PROGRAM INFORMATION

Degree Programs Offered, Student Data:
Identify all baccalaureate and master's degree tracks offered by the nursing unit. For each track, list current enrollment data, as well graduation data for the previous academic year. For the baccalaureate program, include only nursing students (not pre-nursing students).

NURSING PROGRAM *(identify all tracks)*	**NUMBER OF STUDENTS ENROLLED**	**NUMBER OF GRADUATES**
Baccalaureate		
Generic		
RN	743	177
Second Career (Fast Track)		
Other *(specify)*		
Totals:	743	177
Master's *(Identify all tracks offered)*		
Totals:		
Doctor of Nursing Practice *(Identify all tracks/majors offered <u>and</u> indicate whether post-baccalaureate or post-master's)*		
Totals:		

Identify any post-master's certificate programs offered by the nursing unit:

Identify any doctoral degree programs (other than the Doctor of Nursing Practice program) offered by the nursing unit:

Identify any joint degree programs in nursing offered with any other unit at the institution (e.g., MSN/MPH with the School of Public Health):

NCLEX-RN® Pass Rates for the Last Three Years (Academic or Calendar):

Year	# Students Taking NCLEX-RN® for 1st Time	NCLEX-RN® Pass Rate for 1st Time Test Takers	NCLEX-RN® Pass Rate for <u>All</u> Test Takers

Certification Pass Rates for the Last Three Years (Academic or Calendar):

Year	Certification Organization	Certification Exam (by specialty area)	# Students Taking Exam	Certification Pass Rate

Nursing Program Faculty:

CCNE recognizes that faculty members may teach across program levels. Nonetheless, the institution must estimate the faculty full-time-equivalent by program level for the academic year in which this form is submitted.

Identify the number (headcount) of faculty currently devoted to the nursing unit:

# FULL-TIME	# PART-TIME	TOTAL # FACULTY
8	25	33

Identify the faculty full-time-equivalent (FTE) currently devoted to the baccalaureate degree program:

FULL-TIME FTE	PART-TIME FTE	TOTAL FACULTY FTE
1.00	.25	14.25

Identify the faculty full-time-equivalent (FTE) currently devoted to the master's degree program:

FULL-TIME FTE	PART-TIME FTE	TOTAL FACULTY FTE

Identify the faculty full-time-equivalent (FTE) currently devoted to the Doctor of Nursing Practice program:

FULL-TIME FTE	PART-TIME FTE	TOTAL FACULTY FTE

Additional Campuses/Sites:

Identify any additional campuses/sites where the nursing degree program is offered, the distance from the main campus, and the average number of nursing students currently enrolled at each location.

CAMPUS/SITE *(City, State)*	DISTANCE FROM MAIN CAMPUS *(in miles)*	# STUDENTS ENROLLED

Distance Education:

Does your nursing unit currently offer curricula (or any part thereof) via distance education (i.e., alternative modalities, including distance-mediated modalities, other than traditional classroom style)?

Baccalaureate (check one): ☒ yes ☐ no ☐ not applicable

If yes, please provide a brief (one paragraph) description of the distance learning offerings at the baccalaureate level:

The program has a fully online option with 100% of the required courses offered within an asynchronous format that follows the same schedule as the face-to-face classes.

There is only one required course in the program that has a lab component: Health Assessment (NUR 3066C). The face-to-face students in NUR 3066C have content in the traditional classroom and do participate in a lab practice. The online students are required to provide documentation of four (4) hours of lab practice either with a nurse practitioner or at one of the scheduled lab practices onsite. Online faculty schedule various practice times at the Health Education Center (HEC) for online students during the semester. Students using both formats have access to a video clip developed by the lead professor, which demonstrates the total motor exam.

If yes, is 50% or more of the required academic credit hours in nursing (excluding practica) accrued through distance education activities? ☒ yes ☐ no

Master's (check one): ☐ yes ☐ no ☐ not applicable

If yes, please provide a brief (one paragraph) description of the distance learning offerings at the master's level:

_____

If yes, is 50% or more of the required academic credit hours in nursing (excluding practica) accrued through distance education activities? ☐ yes ☐ no

Doctor of Nursing Practice (check one): ☐ yes ☐ no ☐ not applicable

If yes, please provide a brief (one paragraph) description of the distance learning offerings in the Doctor of Nursing Practice program:

_____

If yes, is 50% or more of the required academic credit hours in nursing (excluding practica) accrued through distance education activities? ☐ yes ☐ no

Amended August 17, 2009

St. Petersburg College

Access and excellence are the hallmarks of St. Petersburg College (SPC), founded in 1927 as St. Petersburg Junior College (SPJC), Florida's first two-year institution of higher learning. SPC is located in Pinellas County, a midway point on Florida's Gulf Coast bordered by the Gulf of Mexico on the west and by Tampa Bay on the east. Pinellas County is a peninsula 38 miles long and 15 miles wide at its broadest point covering approximately 280 square miles. Pinellas County is part of a four-county metropolitan statistical area referred to as Tampa Bay. Pinellas is the second smallest county in the state and the most densely populated of Florida's 67 counties. Census estimates for 2010 indicate a population of 909,978.

Today SPC stands as a multi-campus, two-year and four-year public institution with learning sites countywide in Clearwater, Largo, Pinellas Park, St. Petersburg, Seminole, and Tarpon Springs. More than 63,000 students a year are served by SPC, including students in residence from several foreign countries. SPC is accredited by the Southern Association of Colleges and Schools (SACS) to award Associate's and Bachelor's Degrees. The next formal review by SACS will be in 2013 as part of the Fifth Year Interim Report with the next reaccreditation visit in 2018. The RN-BSN Program was initially accredited by the Commission on Collegiate Nursing Education (CCNE) in April 2007.

Dr. Bill Law became SPC's sixth president on June 7, 2010, following the retirement of Dr. Carl M. Kuttler who served as president for 31 years. SPC has a governing district board of trustees (BOT) that, according to Florida Statute 1004.65, is the policy making body for the College and, therefore, ultimately responsible for ensuring adequate financial resources for the institution's programs. Each SPC campus is governed by a Provost. The College of Nursing (CON) is located at the Caruth Health Education Center (HEC) in Pinellas Park; the Dean reports to the Vice President for the Baccalaureate Programs. The organizational structure of SPC is found in Appendix A. Institutional goals and initiatives are found in Appendix B and Appendix C, respectively.

SPC added baccalaureate degrees to its educational offerings in 2002, becoming the first among Florida's 28 public community colleges to transition to a four-year institution. SPC now offers 23 bachelor's degrees, most in areas traditionally underserved by the State University System (SUS). Following the June 2001 legislation signed by Gov. Jeb Bush enabling SPJC to offer bachelor's degrees, the SPC dropped *Junior* from its name but not its commitment to its two-year mission.

SPC is a creative leader and partners with students, communities, service agencies, businesses, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. The work of its outstanding, diverse faculty and staff is enhanced by advanced technologies, online learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous self-evaluation, a climate for student success, and an enduring commitment to excellence.

Academic Programs

The nursing program is offered at the HEC in Pinellas Park. SPC offers two nursing programs, an associate's degree in nursing (ADN) and a bachelor's degree (RN-BSN). The RN-BSN Program admitted its first cohort of students in August 2002 in response to requests from area health care providers for increased opportunities for baccalaureate education in identified disciplines of need, nursing being one of the top three. There is no Board of Nursing process for post-licensure programs in Florida. A notification letter was sent to the Florida Board of Nursing about the beginning of the RN-BSN program.

The CON offers all courses via two delivery options: face-to-face (FTF) at the HEC and online (OL). The students are currently served by eight full-time faculty members with terminal degrees in nursing as well as selected qualified adjunct faculty who possess Master's of Science in Nursing (MSN) and doctoral degrees. The faculty is led by a Dean who also has a terminal degree in nursing. The CON is served by an advisory board consisting of nurse leaders in education, community health and acute care from the Tampa Bay area.

As of the spring semester 2011, there were 743 RN-BSN students. The student population included 621 females (83.6%) and 101 males (13.6%), with 21 students (2.8%) who chose not to disclose their gender. The demographics by race for these students are as follows: American Indian 0.1%, Asian 5.1%, Black/African American 16.8%, Hispanic 6.2%, White 67.7%, and Undisclosed 4.0%. The diversity of students in the program by race compares to Pinellas County with the following demographics reflective of 2010 County population statistics (data for Hispanic reflects population by ethnicity for the County; other data is by race for the County): American Indian 0.3%, Asian 3.0%, Black/African American 10.5%, Hispanic 12.5%, and White 82.1%. As of May 2011, the RN-BSN program has had 844 students graduate with an average GPA of 3.35.

SELF STUDY

Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

STANDARD I
PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Elaboration: The program's mission statement, goals, and expected student outcomes are written and accessible to current and prospective students. A mission statement may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree programs exist. Expected student outcomes are clear and may be expressed as competencies, objectives, benchmarks, or other language congruent with institutional and program norms.

The program identifies the professional nursing standards and guidelines it uses, including those required by CCNE and any additional program-selected guidelines. A program preparing students for specialty certification incorporates professional standards and guidelines appropriate to the specialty area. A program may select additional standards and guidelines (e.g., state regulatory requirements), as appropriate. Compliance with required and program-selected professional nursing standards and guidelines is clearly evident in the program.

Program Response:

The mission of the CON and the goals and expected student outcomes (ESOs) for the RN-BSN program are congruent with the mission and goals of SPC and remain consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals. One mission statement serves the scope of both programs within the CON. The RN-BSN program differentiates its own program goals and ESOs as appropriate for the population of students it serves.

Mission

Table 1.1 illustrates how the mission of the CON mirrors its parent institution, and the fundamental associations between the two mission statements are italicized in bold print. Both statements center on accessible, student-focused educational opportunities reflecting rich and innovative learning experiences. In addition, SPC's new president has emphasized student success as a cornerstone of a formal learning plan, *SPC 7/24 Initiative: 7 Major Focuses, 24 Observable Projects* (Appendix D). The CON mission statement reflects this institutional commitment to student success.

Table 1.1 Congruence of College and CON Mission Statements and Goals

SPC Mission Statement	**CON Mission Statement**
The mission of St. Petersburg College is to provide ***accessible, learner-centered education*** for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a ***creative partner with students, communities, and other educational institutions to deliver rich learning experiences*** and to promote economic and workforce development.	The College of Nursing at St. Petersburg College is committed to ***promoting student learning and maximizing opportunities for student success***. Associate and Baccalaureate level nurses are prepared to care for a diverse society by exposure to rich learning experiences that: • Provide ***challenging educational opportunities*** aimed at developing competent nurses who respond to changing issues, trends and global perspectives; influencing policies and practices in health care • Provide a diverse student body with ***innovative teaching and learning technologies***. • Enhance opportunities for ***community collaboration and partnerships*** • Contribute to continued commitment to lifelong learning.

RN-BSN Program Goals

The program has established three program goals. Although SPC has ten institutional goals, Table 1.2 associates RN-BSN program goals with the most relevant goals of the parent institution. Both program and institutional goals emphasize lifelong learning including the pursuit of graduate education as well as a focus on the development of breadth and depth of perspectives.

Table 1.2 RN-BSN Program Goals in Relation to SPC Goals

Selected SPC Goals	**RN-BSN Program Goals**
Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities. Build/acquire and maintain a high-quality infrastructure, including technology, facilities, and equipment to meet student and community needs.	To prepare the graduate with a knowledge base and skills appropriate for baccalaureate-level practice.
Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives. Contribute to the international education of students by providing opportunities that encourage global awareness and perspectives.	To facilitate the graduate's appreciation for a continued commitment to lifelong learning for the promotion of personal and professional growth.
Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.	To broaden the perspective of the graduate by incorporating professional values within a liberal arts context.

Philosophy

The CON faculty have developed a philosophy representative of their beliefs and values. The philosophy is found in the *RN-BSN Student Handbook*, and *Professional Roles and Dimensions of Nursing Practice* (NUR 3805) where it is reviewed prior to students' development of a personal philosophy.

The CON philosophy represents a set of value statements defining the nature of (a) human beings and the society in which they live; (b) health and health care; (c) the profession of nursing; and (d) nursing education, teaching and learning. These value statements are embedded within the philosophy as the standards of practice to which nurses are held accountable and promote specific roles and practices of the baccalaureate-prepared nurse. The corresponding nurse-client practice model demonstrates the concepts and works to conceptualize the beliefs held by CON faculty. The philosophy and nurse client interaction model can be found in Appendix E.

Expected Student Outcomes

The program has established five ESOs consistent with the expectations of the parent institution and with professional nursing standards and guidelines for the preparation of nursing professionals. These outcomes afford measures for meaningful examination of a program designed to prepare a graduate with the knowledge and leadership skills for the professional role of the nurse. These five outcomes are:

1. At least 70% of students will have graduated with a baccalaureate degree in nursing in five years. *Notes: Five years was chosen to be in alignment with the active lifespan of the college catalog.*

2. At least 85% of all graduates will be employed in the practice of nursing in roles reflective of the BSN degree, enrolled in further nursing education, or serving in the military as a commissioned officer within six to nine months after graduation. *Notes: The percentage was chosen based on previous data.*

3. Within one year of graduation, a minimum of 85% of the respondents will report satisfaction with the RN-BSN education preparation for their role as professional nurses.

4. Seventy-five percent of service area employer respondents will report satisfaction with the knowledge, leadership skills, and practice displayed by the majority of RN-BSN Program graduates at 12 months following graduation.

5. Within one year of graduation, 70% of graduate respondents will report participation in an activity demonstrating professional commitment to nursing such as membership in a professional nursing organization, serving on a health agency board or committee, or providing volunteer community service in a nursing related capacity.

The American Association of Colleges of Nursing *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and the American Nurses Association *Scope and Standards of Practice* (ANA, 2010) were used in formulating and evaluating the current mission, program goals, and ESOs, as these documents represent the nationally recognized standards for undergraduate nursing education. During the fall semester of 2010 the CON undertook a review of the mission statement. An example of how these standards were specifically used in the development of this statement can be seen in the mission statement "…Baccalaureate level nurses are prepared to care for a diverse society by exposure to rich learning experiences that…enhance opportunities for community collaboration and partnerships." A direct correlation can be seen in the AACN Essential II and VI related to interprofessional communication and collaboration for improving patient health outcomes and Standard 13 of the ANA *Standards of Practice* stating the registered nurse collaborates with…others in the conduct of nursing practice. Appendix F depicts the CON philosophy, its conceptual model as aligned to the RN-BSN program outcomes, the *Essentials* (2008), and the *Scope and Standards of Practice* (2010).

In support of environmental initiatives at SPC, the program makes every effort to produce and use electronic documents. As such, the mission statement, goals, and ESOs are outlined in an electronic version of the *RN-BSN Student Handbook*. Current students may access this resource through the CON Student Commons (the Commons is a password-protected site); prospective students will find mission, goals, ESOs, and other program information among *Helpful Resources* housed on the SPC Baccalaureate Nursing Program website at http://www.spcollege.edu/bachelors/nursing/. SPC's mission statement and institutional goals are outlined in the online *SPC Catalog* under *General Information* at http://www.spcollege.edu/webcentral/catalog/

I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:

- **professional nursing standards and guidelines; and**
- **the needs and expectations of the community of interest.**

Elaboration: There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement. The program afforded the community of interest the opportunity to submit third-party comments to CCNE, in accordance with accreditation procedures.

Program Response:

Faculty members have approved a plan for ongoing assessment of program quality. The plan stipulates the Student Affairs committee is responsible for implementing the review of the mission, goals, and ESOs, and ensuring these statements reflect the standards and guidelines identified in the American Association of Colleges of Nursing *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and the American Nurses Association *Scope and Standards of Practice* (ANA, 2010). This review is scheduled for every five years or as needed. The most recent review (December 2010) included revision of the program goals to emphasize the preparation of a baccalaureate-prepared nurse and alignment of outcomes with professional standards and guidelines. In addition, any curricular issues at the program or course levels are addressed as needed during regularly scheduled committee meetings and at curriculum workshops held at least twice each academic year.

In fall 2010, the CON formalized a *Vision Statement Task Force* charged with creating a vision statement and tagline for the CON and reviewing and revising the CON mission statement. The mission statement was also presented as revised by the *Vision Statement Task Force*. The vision, tagline, and mission statements were approved at the December 15, 2010 meeting. The CON philosophy was also reviewed and reaffirmed at this meeting. The CON mission statement is found in Key Element I-A (Table 1.0). The CON Vision Statement and tagline are:

Through creative, innovative educational experiences students from diverse populations will become competent nurses who can meet the health care needs of the community-

Caring enough to learn, Learning enough to Care

At the January 2009 curriculum workshop, faculty revised the program outcomes to reflect five ESOs (see Key Element 1-A). The faculty also reviewed and revised the 14

individual student learning outcomes (ISLOs). The ISLOs emphasize the preparation of the professional nurse who is able to think critically and incorporate concepts from the natural and social sciences concurrently with essential nursing knowledge to plan and evaluate care for diverse populations. The outcomes highlight the potential for leadership in the profession, integration of research into nursing practice, and role of the baccalaureate nurse in the care of families and communities. Lastly, these outcomes emphasize the use of effective oral and written communication, decision-making strategies, and professional commitment to the practice of nursing. The ISLOs are:

1. Demonstrate critical thinking skills.
2. Describe the impact of health policy on nursing practice.
3. Describe how professional values are integrated into nursing practice, including a commitment to the profession.
4. Apply a culturally sensitive approach to health care.
5. Identify the effect of globalization on health care locally, nationally, and internationally.
6. Apply an ethical framework when making decisions in a variety of situations.
7. Assess holistic health care needs of individuals, groups, and communities.
8. Critically evaluate published research.
9. Demonstrate the teaching-learning process.
10. Advocate for clients in a changing health care system.
11. Apply leadership and management skills.
12. Integrate theory and research into practice.
13. Expand the use and implementation of the nursing process.
14. Demonstrate effective verbal and written communication.

Community of Interest

The community of interest has been defined as current and prospective students and their employers as well as graduates of the program. The mission and goals of the program and its parent institution reflect the needs and expectations of the community of interest by providing a context for creating challenging educational opportunities aimed at developing competent, baccalaureate-prepared nurses who respond to changing issues, trends and global perspectives. Both program and institutional missions and goals emphasize service to a diverse student body through the use of various instructional modalities. The demographics of the RN-BSN program show newly admitted as well as enrolled students consistently mirror Pinellas

County as well as Florida state demographics with regard to ethnicity and gender. Table 1.3 illustrates program demographics for all students enrolled in the program for the last three academic years. The community of interest expects accessible pathways to baccalaureate preparation. The program has two delivery options, online (OL) (equates to distance education for the purposes of this document) and face-to-face (FTF), permitting greater flexibility in scheduling and creating access to course work leading to the BSN.

Table 1.3 All Students Enrolled in the Program 2008 to Present

			2008-09		2009-10		2010-11	
	Pinellas Co. 2010	RNs in Pinellas County	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11
N =	916,542	11,484	442	516	628	607	629	743
White	82.1%	85.9%	72.4%	72.1%	70.3%	71.5%	70.4%	67.7%
Black	10.5%	4.8%	13.3%	12.9%	15.0%	12.9%	15.1%	16.8%
Hispanic	12.5%*	2.4%	7.9%	7.8%	5.6%	7.6%	5.7%	6.2%
Asian	3.0%	5.9%	2.7%	3.9%	4.3%	4.8%	4.5%	5.1%
Amer Ind	0.3%	1.6%	0.0%	0.0%	0.2%	0.0%	0.2%	0.1%
Other	2.0%	0.9%	3.6%	3.3%	4.7%	3.3%	4.1%	4.0%
Male		10.0%	13.6%	13.4%	14.0%	12.0%	13.7%	13.6%
Female	52.0%	90.0%	86.4%	82.8%	86.0%	85.0%	83.5%	83.6%
Not reported			0.0%	3.9%	0.0%	2.9%	2.9%	2.8%

*by ethnicity for County with regard to Hispanic/Latino or Non-Hispanic /Latino

The program strives to meet the needs of its community of interest in a variety of ways. The program enlists the aid of an advisory committee representing employers and other community members. The advisory board meets twice a year and includes members from community healthcare agencies, educational institutions, and community agencies such as the Urban League in Pinellas County. The list of advisory board members is found in Appendix G. Advisory meetings provide the opportunity to update members on the state of SPC, the HEC and the CON. Feedback is solicited from members through a survey aimed at assessing employer satisfaction with the program's ability to prepare graduates. The survey also provides opportunity for respondents to comment on strengths and weaknesses of the SPC baccalaureate-prepared nurses employed by the hospital or agency.

Community partners, current students, and graduates are eligible for membership on these RN-BSN program committees: Evaluation, Curriculum, and Student Affairs. Membership on these committees allows constituents of the community of interest to share comments on

issues and needs with faculty and staff which are used to foster program improvement. As an example, student members on the Student Affairs Committee assisted in revising the advising template to logically sequence general education courses. Completing the general education courses before or concurrently would prepare students with the foundation needed for success in the upper division classes. Student representatives have also requested a forum be added to the CON Student Commons so representatives are able to gather feedback from students in the program to bring forward at committee meetings.

Throughout the year, faculty and staff work synergistically with employers in the Pinellas County area to offer a nursing curriculum responsive to their needs. As an example, area healthcare facilities are increasingly requiring the BSN for advancement within their organizations, particularly if these facilities have attained or are seeking Magnet status. To date, the CON has partnered with two local hospitals to offer Open House events staffed with admission specialists to provide prospective students an opportunity to learn more about program options and other important requirements for completing the BSN.

The CON has notified the community of interest of the dates and tentative agenda for the upcoming accreditation visit scheduled for September 2011. The CON has afforded its constituents the opportunity to submit third-party comments to CCNE by posting an announcement in the CON Faculty and Student Commons. Announcements have been emailed to all program graduates. Announcements have also been posted in classrooms at the HEC. The announcements provide directions to constituents on the process of submitting third-party comments to CCNE.

I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.

> *Elaboration: Expected faculty outcomes are clearly identified by the nursing unit, are written, and are communicated to the faculty. Expected faculty outcomes are congruent with those of the parent institution.*

Program Response:

The Faculty Affairs committee has articulated five expected faculty outcomes in three areas relating to faculty evaluation as defined by the parent institution (Table 1.4). The three areas are: (a) effectiveness as a faculty member, (b) contribution to college effectiveness, and (c) professional development and scholarship. These outcomes are congruent with the parent institution as they reflect the expectations for faculty evaluation and professional development as established by SPC. These outcomes mirror the program and institutional mission and goals

by emphasizing the commitment to lifelong learning as faculty members seek opportunities to engage in and contribute to their growth and development as professionals charged with preparing students seeking the BSN.

Table 1.4 Expected Faculty Outcomes

Area (as defined by SPC)	Expected Faculty Outcomes
(a) Effectiveness as a faculty member	(1) The faculty members' composite mean will rank as a 5 or higher (scale of 0 to 7) on the student survey of instruction measuring faculty engagement
	(2) The faculty members' composite mean will rank as a 5 or higher (scale of 0 to 7) on the student survey of instruction measuring preparation and organization
	(3) The faculty members' composite mean will rank as a 5 or higher (scale of 0 to 7) on the student survey of instruction measuring course instruction
(b) Contribution to College Effectiveness	(4) 100% of full time faculty members will participate in CON committees and 50% will participate in College-wide committees, activities and/or special projects
(c) Professional Development & Scholarship	(5) 100% of the full time faculty members will complete the Professional Development Activities as designated on the Faculty Evaluation and Professional Development Plan

Teaching is the primary focus for faculty at SPC, and scholarship, service, and practice are encouraged as part of the professional development plan included in faculty evaluation. The program defines scholarship as the *demonstration of systematized knowledge and expertise in academic teaching field as demonstrated by required academic credentials for position and maintained by such activities as continuing education, professional practice, membership in professional organizations, participation in volunteer health related programs, and research. Scholarship enables faculty to facilitate student learning as demonstrated by the student's ability to integrate and apply knowledge as well as to discover new ideas.* Scholarship parallels excellence in teaching and is a key component of the expected faculty outcomes. A benchmark of 100% participation in this area demonstrates the faculty's continued commitment to developing the expertise and content knowledge ultimately benefitting the students and their learning experiences as part of the RN-BSN program.

SPC does not have a tenure system for its faculty. A continuing contract may be issued after the faculty member has established eligibility on a full-time basis pursuant to State Board of Education Rule 6A-14.411, F.A.C. Faculty develop and submit a portfolio addressing contributions to program goals, instruction and contributions to curriculum, professional development, and service and stakeholder evaluations. The portfolio is submitted in the fifth year of full-time employment. In addition, SPC does not have a system of rank for faculty. Board Rule P6Hx23-3.901 establishes a system of titles used by faculty on a voluntary basis for purposes of external communication. If a faculty member elects to employ a title when corresponding, filling out forms for directories, publishing scholarly journals, or other similar purposes, the following titles are authorized based on years of experience and education: instructor, assistant professor, associate professor, and professor.

I-D. Faculty and students participate in program governance.

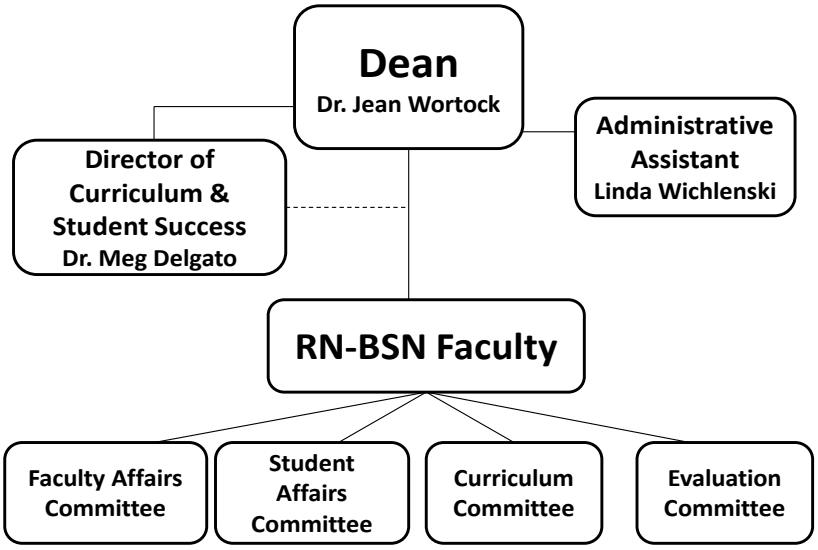
Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation.

Program Response:

The CON has a long history of participatory decision-making in determining the philosophy, nurse-client interaction model, and curriculum for the program. The same is true in making decisions regarding admission and progression of students and in participating in decisions with regard to other operational aspects of the program. Figure 1.1 depicts the current program organizational structure. With regard to roles in the governance of the program, including students enrolled in online (OL) classes, expectations are equivalent. Committee meetings are held at a set day and time each month and full-time faculty, including those who teach OL classes, are required to be in physical attendance at these meetings. A conference call line has been set up for each meeting to allow OL students to participate by phone.

There are four RN-BSN committees: Curriculum, Evaluation, Student Affairs, and Faculty Affairs. The purpose and functions of each committee are found in Appendix H. Appendix H also includes committee assignments for the 2010 – 2011 academic year. Committee assignments for 2011- 2012 academic year are available on site.

Figure 1.1 Organizational Structure – RN-BSN Program



Annually, all full-time faculty members self nominate for committee selections and appointments within the CON. Attempts are made to provide consistency in committee chairs and membership from year to year. The CON faculty as a whole, including administrators and each program's faculty, meet each semester to review reports from the various committees. Decisions on the operational aspects of both programs are reviewed and voted on as well.

The Faculty Governance Organization (FGO) provides a vehicle through which faculty members may have input into administrative decisions of the college. FGO also provides the forum and means for faculty to provide input and participate in academic decision making and self-governance.

The Faculty Senate is comprised of elected representatives from each campus or center. These senators relay issues and concerns of those they represent. Similarly, they communicate Senate actions to their campus or center group. The President of the FGO Senate sits on the President's Cabinet and provides input into policy and budgetary discussions. For 2010 – 2011, two RN-BSN faculty serve as the RN-BSN program representatives. The President of the Faculty Senate is a senator who is elected to the position by fellow senators. Two members of the CON faculty have served as President of the Faculty Senate including the current Dean of the CON.

The President of the Faculty Senate, with input from the FGO, participates in the naming of faculty to college-wide committees. Nursing faculty members have served, and continue to serve, on a variety of college-wide committees. Of particular significance has been continuous representation on the college-wide Curriculum and Instruction Committee by nursing faculty members. Additionally, faculty serve on committees such as the Bookstore Committee, Research Committee, and the Financial Assistance Committee as well as various faculty and administrative search and screen committees as requested.

As outlined in the *RN-BSN Student Handbook*, role expectations of students include accountability and responsibility for continued learning and growth as an individual, professional nurse, and contributing citizen. In an effort to foster these role expectations, students are invited to participate as non-voting members of the Evaluation, Student Affairs, and Curriculum Committees. The level of participation varies from year to year and is dependent on the time students believe they have to devote to these endeavors. Student representation is solicited via announcements during class (distance education students receive notices via email or through course announcements) and on the CON Student Commons. The schedule for meetings is also emailed to student representatives so they may plan for attendance. The program has one student representative nominated to serve on a 2010 – 2011 Collegewide Committee assignment to the Disciplinary Board.

As a means to promote student involvement in institutional decisions, SPC has initiated the establishment of a student leader group for each program or department. The RN-BSN student leader group had five student members tasked with meeting with SPC administration in April 2011 to determine appropriate use of student activities fees. This was a significant opportunity for student leadership, as members of the student groups solicited their peers for input and worked to determine the most appropriate use of the fees paid each term for student activities. Online learners were able to participate electronically in this meeting.

I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.

Elaboration: A process is used to notify constituents about changes in documents and publications. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate.

Program Response:

Information about the program remains current, accurate, clear, and consistent. The *SPC Catalog* and the *RN-BSN Student Handbook* represent the primary publications for general program and academic information. Both of these resources are electronic documents located on the SPC website at http://www.spcollege.edu/webcentral/catalog/ and the CON Student Commons (password-protected site), respectively. In spring of 2010, staff from SPC Institutional Advancement began filming a video clip which includes student testimonials for recruitment purposes. This clip is currently located on the SPC Baccalaureate Nursing Program website at http://www.spcollege.edu/bachelors/nursing/.

The Student Affairs Committee has responsibility for oversight of the review and updates to program documents including catalogues, student/faculty handbooks, annual reports, online orientations, various brochures, and website content. Program documents and resources are also checked for accuracy with regard to any referenced institutional information such as calendar dates, student fees and financial aid, recruitment and admission policies, and degree completion requirements. SPC follows SACS guidelines with regard to current academic calendars, refund policies, and procedures concerning grades including definitions, special instructions, quality points, and calculations of grade point. SPC is in compliance with this federal requirement as it has published an academic calendar and all policies affecting students, such as grading and refunds, in the *SPC Student Handbook* and online.

Every effort is made to meet institutional deadlines for changes or updates to materials maintained by SPC such as the *SPC Catalog*. Students are notified regarding changes to institutional or program materials via email or through announcements found in the courses or on the CON Student Commons. It is the intent of the program to represent itself to the general public in an accurate and clearly understood manner. SPC no longer publishes hard copies of catalogs or schedule booklets; information posted on the SPC website is considered to represent the most current and up-to-date information.

The program offers two delivery formats: online (OL) and face-to-face (FTF) with classes offered at the HEC. FTF students are required to obtain an SPC identification (ID) badge. It must be worn at all times when on campus. OL students may also obtain an ID badge. Students must show photo identification and tuition receipt to obtain an ID badge. Each student also has a user name which incorporates the individual student number. Students must create a password allowing them access to registration as well as the learning management system (ANGEL) for courses. Students are required at the time of registration to affirm their agreement with the policies of the Honor Code and expectations of academic integrity in all work completed

at SPC. Failure to comply with a commitment to academic honesty has penalties for the student including potential expulsion from SPC.

The program follows the transfer credits policy as established by the parent institution. Guidelines for the transfer of credit are found in comprehensive standard *3.4.4. Acceptance of Credit* included as part of the SPC compliance certificate for accreditation by SACS. The compliance document with related Board of Trustees (BOT) rules for transfer credit can be found at http://www.spcollege.edu/sacs/compliance/3_4_4_Acceptance_of_Credit.htm The RN-BSN students may transfer no more than 10 upper division nursing credits with a "C" or better. The transfer credit policy is published in the *RN-BSN Student Handbook*. A statement with regard to number of credits accepted is published as part of the curriculum document located on the SPC Baccalaureate Nursing Program website at http://www.spcollege.edu/program/NURS-BS

The program progression rule originally stated three failures in the same course was grounds for academic dismissal from the program. The rule has been amended to reflect the following: *Additionally, any RN-BSN student failing to achieve a "C" or better in any combination of three NUR upper division courses while enrolled in the RN-BSN program shall be academically dismissed from the College of Nursing and unable to return to the program. Notwithstanding the foregoing, any NUR upper division course in which a student fails to achieve a "C" or better will be counted towards the dismissal criteria for failure to achieve a "C" or better in any combination of three NUR upper division courses, even if the student retakes such a course as provided herein and achieves a "C" or better.* This change was made as faculty believed the RN-BSN program was covered by SPCs general health programs rule which stated students could only have three failures in the major, either three failures in any one course or a combination of courses. Updates to the *SPC Catalog* and *RN-BSN Student Handbook* reflect the amendment to the rule. The state course numbering change to include NSP as well as NUR will necessitate an edit to the BOT rule for program progression.

Effective fall 2010, some of the upper division nursing elective prefixes changed from NUR to NSP. This change was made due to a change in the statewide course numbering system. These changes are reflected in the institution's curriculum documents as well as in SPC documents as appropriate. Changes have also been made to program and marketing materials and resources.

I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.

Elaboration: Nursing faculty are involved in the development, review, and revision of academic program policies. Differences between the nursing program policies and those of the parent institution are identified and are in support of achievement of the program's mission, goals, and expected student outcomes. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. There is a defined process by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.

Program Response:

Policies are written and communicated to relevant constituencies primarily in electronic format as part of the *RN-BSN Student Handbook*, *SPC Student Handbook*, and *SPC Catalog*. Academic policies for the program mirror those established by SPC and as referenced in the BOT rules. Table 1.5 provides the policy, the institutional contact, and the location of the policy. Faculty and staff believe the program policies are fair and equitable.

Table 1.5 Policy, Primary Responsibility for Review and Location of Policy

Policy	SPC contact	Published (Location)
Recruitment	*Baccalaureate Recruiter* *Coordinator of Marketing*	http://www.spcollege.edu/sacs/compliance/4_6_Recruitment_Materials.htm **[SPC SACS]**
Admission	*Baccalaureate Specialist* *Director of Baccalaureate Student Success*	http://www.spcollege.edu/bachelors/admission.php?program=nursing **[BSN Website]** http://www.spcollege.edu/webcentral/catalog/current/admissions.htm **[SPC Catalog]** http://www.spcollege.edu/sacs/compliance/3_4_3_Admission_Policies.htm **[SPC SACS]** BOT Rule 6Hx23-4.02 **[SPC BOT]**
Progression	*Baccalaureate Specialist*	*RN-BSN Student Handbook- Section I* **[CON Student Commons]** http://www.spcollege.edu/program/NURS-BS **[BSN Website]** http://www.spcollege.edu/webcentral/catalog/current/grad_req.htm **[SPC Catalog]** http://www.spcollege.edu/sacs/compliance/3_5_3_Undergraduate_Program.htm **[SPC SACS]**
Retention	*Baccalaureate Specialist*	http://www.spcollege.edu/sacs/compliance/3_4_9_Academic_Support.htm **[SPC SACS]** http://www.spcollege.edu/sacs/compliance/4_1_Student_Achievement.htm **[SPC SACS]** *RN-BSN Student Handbook – Section II, Section V* **[CON Student Commons]**

Student Recruitment

Recruitment falls under the Office of Enrollment Management (OEM) at SPC. The OEM exists to provide potential students with information and personal assistance for enrolling at SPC. It is the goal of the OEM to recruit and retain as many students as staff can assist. SACS establishes standards for the publication of recruitment materials under federal requirements. SPC is in compliance with these federal requirements as the institution has an extensive process for developing recruitment materials so that they accurately represent SPC's policies and procedures. The RN-BSN recruiter and the coordinator of marketing attend the Student Affairs Committee meetings to provide faculty with updates on recruitment efforts and the opportunity to review marketing materials before publication. Materials are reviewed annually or on an as needed basis.

Admission

To be admitted to the RN-BSN program, students must have an approved Associate in Science (AS) degree or nursing diploma with a cumulative grade point average of 2.0 and the required credit hours in general education courses. Nursing students also must have a current, unencumbered Registered Nurse (RN) license, computer competency, and elementary statistics. Students who apply for admission but do not meet these criteria may be placed in a pending code allowing registration for any other course work required for degree completion besides upper division course work. These admission requirements are in line with SPC policies for admission as outlined in the SACS compliance document *3.4.3 Admission Policies*. The requirements for admission are found on the admissions checklist on the SPC Baccalaureate Nursing Program at http://www.spcollege.edu/bachelors/docs/AdmChecklist_CON_Nursing.pdf . For purposes of conferring the bachelor's degree, students must complete at least 40 semester hours of program specific courses numbered 3000 level or above. At least 30 of the 40 hours must be earned at SPC and a grade of "C" or better is required in all program-specific coursework.

Progression

The program has established a progression policy relating to BOT 6Hx23-4.24 *Graduation Requirements for all Degrees, Certificates and Diplomas*. RN-BSN students must complete each NUR or NSP upper division course with a grade of "C" or better in order to receive credit and progress in the program. Students must also complete elementary statistics with a grade of "C" or better. Students who fail to obtain a "C" or better in any NUR or NSP

upper division course may retake the course in order to attempt to achieve a passing grade. In no event, however, shall a student be permitted to take any NUR upper division course more than three times by reason of failure to achieve a "C" or better. Any RN-BSN student failing to achieve a "C" or better in the same NUR upper division course after three attempts will be academically dismissed from the program and unable to return as a student in the BSN. Additionally, any RN-BSN student failing to achieve a "C" or better in any combination of three NUR upper division courses while enrolled shall be academically dismissed from the program and unable to return as a BSN student. An appeal may be made to the Dean for exceptions due to extenuating circumstances. This academic policy was specifically developed to apply to students in this program by the RN-BSN faculty and was approved by the BOT as a Board Policy.

Student progression is monitored by the Director of Curriculum and Student Success. Input is gathered at the regular committee meetings for any students in danger of failing a course for a particular term. A registration hold is placed on the record of a student with two failing grades. Students with registration holds work with the Director to sign up for classes as appropriate. The Director also advises students of the student support services and other resources available to students needing help with academic and other issues. Failing grades include a grade of "D," "F," and "WF."

Retention

The parent institution and the CON retention policies center on two areas: academic support and student achievement. SPC provides extensive direct academic support in the form of study facilities with tutoring services, programs for students with special needs or students at risk, and student development services to support every student's academic success. Part of the data review plan for the program mirrors the parent institution's efforts at reviewing course completion rates for students each term. In addition, graduation rates are considered at the five-year mark of program completion.

As part of the program's effort to support student achievement, it is policy to place a student on an *Action Plan for Success*. The purpose of the action plan is to help the student understand the academic policies of the program and to direct the student to appropriate resources such as tutoring or assistance with writing papers. As an example, students may be advised to seek tutoring services provided in the New Initiative Program (NIP) Learning Support Center at HEC. Students may also be directed to meet with the Director of Curriculum and Student Success. As part of this role, the Director maintains resources on the CON Student

Commons providing students with tools such as reading guides, study tips, and tutorials. The Director also runs a pilot program for students needing significant help with writing. The pilot group is currently testing an OL writing resource allowing individuals to take diagnostics in grammar and provides tutorials aimed at remediating areas of weakness.

I-G. There are established policies by which the nursing unit defines and reviews formal complaints.

> *Elaboration: The program's definition of a formal complaint and the procedure for filing a complaint are communicated to relevant constituencies. The program follows its established policies/procedures for formal complaints.*

Program Response:

The program follows SPC BOT Rule 6Hx23-4.36 *Student Grievances and Appeals* to define and review formal complaints. A student may bring a complaint (termed *grievance* within the BOT rule) alleging his or her rights have been abridged by any alleged arbitrary and/or capricious action involving a violation of College rules or procedures. Students are encouraged to resolve issues at the instructor level. Complaints not resolved by the instructor or by the Dean are referred to the Associate Provost. Review of the grievance by the Associate Provost includes a thorough investigation of all pertinent facts in the case, including evidence presented by the grievant. If the complaint cannot be resolved at this level, the student may then file a formal appeal to the Campus Appeals Committee and then further, if desired. The student grievance rule is outlined in the *SPC Catalog*, *SPC Student Handbook*, and the *RN-BSN Student Handbook*; the *SPC Catalog* and the *RN-BSN Student Handbook* provide a link to the full board rule applying to the appeal process.

Strengths

1. The program has two strong mechanisms facilitating active faculty participation in institutional governance: RN-BSN committee structure and SPC Faculty Governance Organization (FGO).

2. Faculty members have articulated expected faculty outcomes emphasizing teaching and scholarship as assets congruent with the expectations of SPC.

3. A Designated Vice-President for Baccalaureate Programs is in place focusing specifically on baccalaureate program needs and resources.

4. Student and baccalaureate administrators participate in a joint and ongoing leadership task force to address use of student activity fees.

5. Students have the flexibility to enroll in FTF or OL courses enabling them to adjust the format as needed to facilitate continuation in the program.

6. A flexible admission procedure with entrance to the RN-BSN Program twice per year enables students to pursue their advanced education.

7. Communication with students is enhanced by use of the electronic CON Student Commons group. This forum is used to notify students of changes in the program or policies, post upcoming course schedules and book lists and announce professional development and scholarship opportunities.

Areas for Improvement

1. Continuing, active student and community member participation on committees and in program governance has been a challenge. *Actions:*
    a. Ensure all meetings are announced and teleconference capability is fully utilized.
    b. An OL forum in the CON Student Commons is being developed as a mechanism for feedback and suggestions for program improvement.

2. With increased student enrollment, monitoring program progression and ensuring students remain in compliance with the academic policies of the program becomes more challenging each term. *Actions:*
    a. The Director of Curriculum and Student Success will work with representatives from SPC administration as the parent institution considers a universal progression rule.
    b. The Director of Curriculum and Student Success will continue to work with the registrar's office and the curriculum services office at the parent institution to determine ways to set up courses to ensure correct progression with regard to pre-requisites.

STANDARD II

PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

> *Elaboration: The budget enables achievement of the program's mission, goals, and expected student and faculty outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected student and faculty outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.*

Program Response:

Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected student and faculty outcomes. SPC has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

Fiscal Resources

The annual SPC budget is prepared according to the Florida State Board of Education (FSBOE) fiscal procedures using an accounting structure defined by the Florida Community Colleges. SPC's *One College* focus requires a cohesive operating budget. SPC conducts an extensive and inclusive budget process in accordance with FSBOE, Administrative Rule 6A-14.0716 and 6A-14.072. Funds necessary to support these objectives are estimated and requested by each budgeting unit. These unit budgets are combined into one consolidated operating budget for the College. Revenue estimates are completed as early as possible to

provide the College President with data needed to make informed budgetary decisions. The completed budget is then submitted to the BOT and the FSBOE for approval.

The development of the annual college operating budget provides real-time, comprehensive information on revenues, expenses, priorities, reserves, and funding commitments. Categories of expenditures are compared to benchmark data from comparable institutions in the state, and enrollment projections are analyzed by the state Division of Community Colleges. Tuition, fees, and exemption criteria are set according to statutory authority. Salaries and benefits are evaluated to comparable institutions to ensure attraction and retention of faculty, administration, and staff.

The College controls and accounts for state appropriations along with other resources by using budget controls within its accounting system in accordance with the Florida Statutes section 1011.30 Budgets for Community Colleges – each college president shall recommend to the college BOT a budget of income and expenditures at such time and in such form as the FSBOE may prescribe. Upon approval of a budget by the college's BOT, such budget shall be transmitted to the FSBOE for review and approval. Rules of the FSBOE shall prescribe procedures for effecting budget amendments subsequent to the final approval of a budget for a given year.

Through its Strategic Planning and Budgeting Processes (accessible through Share Point), SPC has become adept at identifying and prioritizing basic needs, reallocating funds internally, and developing external resources. The overall budget depicts the sources and uses of the operating budget. There is a continuing commitment to transparency in the development and use of monthly financial reporting on the status of the college budget. The BOT of SPC is provided monthly year-to-date financial reports, including monthly revenue with an expense budget-to-date chart, and quarterly operating budget three-year projection.

The College budget planning process has supported the addition of an administrator who serves as the Director of Curriculum and Student Success. There is also a current position advertised for a ninth full-time CON RN-BSN faculty member. The addition of a clinical/practical site coordinator for the CON was submitted for approval for inclusion in the budget for 2011-12 fiscal year but was not approved. Additions of the Director of Curriculum and Student Success and faculty have enhanced the ability of the program to achieve its mission, goals, and expected outcomes. As an example, the Director has focused efforts on student success initiatives and has continued to investigate strategies and interventions promoting the skill sets, including scholarly writing, needed for student success in the program. Copies of full budget details are available on site.

Physical and Other Resources

The entire nursing office team, administrators and staff, work closely together to meet the needs of the CON. The CON is supported by a full-time administrator who assumes the role of the Dean. The Dean is assisted by two full-time Program Directors, one for the ADN Program and one over the ADN Evening Program. The Dean and RN-BSN faculty are also assisted by the RN-BSN Director of Curriculum and Student Success who primarily supports the administrative work of the BSN's standing committees and student success. The Skills Lab has a full-time MSN prepared coordinator/resource faculty who is employed on a 12-month contract. This coordinator/resource faculty manages, allocates, and maintains all CON resources. The coordinator is assisted by three 12-month and one nine-month career staff facilitators.

Secretarial support services are provided by one full-time Executive Staff Assistant to the Dean; two full-time Senior Staff Assistants support the ADN Program Directors. In addition, there is one staff assistant to support the office/receptionist functions needed by the CON. During the academic year, two paid non-nursing student assistants provide a combined total of 30 hours per week in support of the CON.

Physical space, equipment, and other instructional materials are sufficient and configured in ways enabling the RN-BSN program to support students and faculty. There are two classrooms at HEC specifically dedicated to the program, each with its own multimedia bunker. These classrooms facilitate instruction for students enrolled in the face-to-face (FTF) classes. Both classrooms are hardwired and support wireless access to the Internet. One room has a laptop cart with 46 laptops; the other has 28 laptops for student use during class times. Funding was approved at the March 2010 Advisory Committee meeting to purchase 10 additional laptops which increased capacity in both rooms. Students enrolled in health assessment meet in classroom space usually used by the ADN program which includes beds and curtained areas for students completing practice sessions and motor performance check-offs. Students taking health assessment may also check out equipment from the skills lab.

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

> *Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate.*

Program Response:

SPC provides student support programs, services, and activities consistent with the institution's mission to promote student learning and enhance the development of its students. Support programs include admission and advising, library services, technology and online support, student learning support commons, services to students with disabilities, administrative support, student activities, and specific RN-BSN student success initiatives.

Faculty Advising

An important program feature to ensure a structure to the course progression and assist students in program completion is faculty advising. For each admission term (fall and spring), the faculty host an Advising Day allowing students the opportunity to come to campus to meet with a faculty advisor. Although this day is not considered an official new student orientation, students have the opportunity to meet with the Director of Curriculum and Student Success. The Director holds an informal information session affording the opportunity to review the resources available on the CON Student Commons. Online students and other students who are unable to attend Advising Day are assigned a faculty advisor who is available via email or by phone appointment. Students are typically assigned faculty advisors during the first two weeks of enrollment in the first course in the program, *Professional Roles and Dimensions of Nursing* (NUR 3805).

Faculty utilize templates at Advising Day to assist students in developing an individualized program plan. In fall 2009, the faculty developed an alternative advising template to help students incorporate the appropriate general education course into their program plans. This alternative plan of progression represents an effort to facilitate an understanding of how knowledge based in the liberal arts courses remains a foundation for nursing practice. As an example, students may be advised to enroll in *American Government* as well as *Ethics* prior to the term they would enroll in *Legal and Ethical Aspects of Nursing* (NUR 3826) providing the student an opportunity to appreciate the legislative and legal context of nursing. Students may also be advised to enroll in general education courses in the communications and humanities as these typically place an emphasis on writing, a critical competency for students as the curriculum is writing-intensive. In addition, the curriculum sequence was revised so courses are offered multiple semesters facilitating timely student progression. As example, *Legal and Ethical Aspects of Nursing* (NUR 3826) can be completed fall or spring semester. Sample advising templates for the traditional and alternative plans are found in Appendix I and Appendix J, respectively.

Admission Services

At SPC, academic advising is an intentional, educational partnership designed to engage students and the learning community. For the RN-BSN program, the baccalaureate specialist assists with general advising for newly admitted and ongoing students. The program has also added the services of a baccalaureate advisor who works with students enrolled in the baccalaureate health-related programs at HEC. Students may meet face-to-face with the specialist or the advisor. Distance students may also receive advising and other consultation telephonically or through email correspondence.

Library Services

The M. M. Bennett Libraries serve the four campuses and five centers of the college with site-specific library collections and college-wide resources including electronic, digital, and print resources. Facilities include quiet and collaborative study spaces, Wi-Fi, open computer access, and print/scan/copy services. The library supports college programs with resources and materials specifically selected to meet the educational needs of students and faculty.

The collections of the SPC libraries presently consist of:

- Approximately 241,761 print volumes
- Approximately 74,751 electronic books
- Approximately 14,495 audiovisual plus 6,746 streamed titles
- Approximately 1,987 periodical subscriptions (print and electronic serials)
- 231 electronic research databases with over 21,742 individual titles and more than a million full text articles

Critical to owning resources, our librarians market and provide instruction in the use of library resources and services. Strong communication with faculty ensures the collection and instruction leads to the desired course outcomes and increased information literacy competency.

The Library website, http://www.spcollege.edu/central/libonline/, provides 24/7 access to resources of the M.M. Bennett Libraries and serves as a gateway to library services. The library's online services and collections continue to be developed to better support program needs and online/off-campus learners.

There are two full-time librarians and four part-time librarians serving faculty and students at the HEC Library. All librarians have Master's Degrees in Library and/or Information Science. College-wide, the libraries employ 17 librarians serving in faculty and administrative

positions. Strengths include a wealth of experience in instruction, virtual reference service, web development, and collection management. Each librarian engages in professional development to remain current with new trends in the field.

Material purchases are developed through formal collection development policies and procedures. Library staff determine institutions with similar programs, and propose literature and resources that best represent current practices. Campus library staff use various recommended selection aids to assemble lists for potential purchase. The library collection of electronic books, databases, and websites is extensive and offers students and faculty easy access from remote locations. The library supports Interlibrary Loan services including Docline.

As the curriculum is the most important influence on the development of the M. M. Bennett Library collection, librarians obtain suggestions and advice about materials selection from the faculty and the administration. Additionally, recommendations from students are welcomed and encouraged. Selection and budget allocation responsibility is retained by the library. Faculty members are surveyed regularly to evaluate how well the library serves the needs of the programs and courses of study. Administrators are consulted on a regular basis for selection advice and significant additions to the collection also will be reported to the campus administration. Library Material Request forms are available on the library homepage for faculty, staff, students, administrators, and others to make suggestions for library materials for consideration.

The M.M. Bennett Libraries of SPC provide access to numerous full-text journals in nursing and the health sciences. Through electronic databases such as EBSCOs CINAHL, MEDLINE, and Wolter Kluwer's Nursing@OVID, many full-text journals can be utilized in support of the program. A complete list of electronic journals in nursing as well as databases and e-books is available on site.

Technology and Online Support

Over the last few years, the CON has increasingly integrated technology and web-based learning into courses. Currently for every one FTF student, there are approximately four OL learners in the RN-BSN. The program's use of technology enhances student learning, is appropriate for meeting the objectives of its program, and ensures students have access to the use of technology.

Learning Management System: The Learning Management System used at SPC is *A New Global Environment for Learning* (ANGEL). ANGEL is a Web-based course management

and collaboration portal helping educators manage course material and communicate quickly, easily, and effectively. ANGEL is designed to be used as a complement to traditional courses and for online instruction. All faculty at SPC, including full-time and adjunct faculty in traditional, blended, and totally online courses, have an ANGEL shell for their courses. Students are loaded automatically into the ANGEL shell each semester. Students and faculty may also access ANGEL from their homes.

Help Desk: The Help Desk technicians assist students with issues related to MySPC (student portal), ANGEL, Student Email, as well as other technology and related problems. The Help Desk website also provides links to help students trouble shoot problems. The Help Desk provides technical assistance from 7:00 am until midnight seven days a week by phone or email.

CON Student Commons: Every nursing student registered in the CON has access to the Student Commons. The Student Commons includes FTF syllabi, textbook lists, distribution postings, announcements and other content of interest.

New Initiative Program (NIP) Learning Support Commons

The NIP Learning Support Commons, shortened to NIPs, is a federally-funded program of academic support for pre-health and health education students. NIPs provides a rich assortment of resources and services to help students. NIPs, through separate baccalaureate funding, also supports a BSN facilitator who serves as a tutor to students in the RN-BSN program.

Depending on need, students may receive assistance in such areas as math, English, science, and college survival skills including test taking strategies, time management, stress reduction, and general study skills. In addition, librarians at HEC and the NIPs staff work closely through a cross referral process to ensure every opportunity is available to students to achieve academic success. When a librarian perceives a need for academic support, a personal introduction is made by the librarian to the NIPs coordinator. In turn, tutors introduce students to individual librarians to ensure informational needs are meet. Online students who are not able to travel to NIP can receive help electronically via email or through appointments by phone. The BSN facilitator works with students who send electronic copies of papers and other assignments; feedback is provided through the SPC email or CON Student Commons email.

Additional Learning Support Commons are also located at the Downtown, Clearwater, Seminole, St. Petersburg/Gibbs, and the Tarpons Springs campuses. All Learning Support

Commons have an open general area for computer use and tutoring as well as separate study rooms. Some Learning Support Commons have separate math classrooms, reading classrooms, and English as a Second Language (ESL) classrooms used for tutoring when classes are not in session. The Learning Support Commons also provide textbooks, calculators, and interactive math CDs for the tutors and the students to utilize while in the Learning Support Common. For distance learners, numerous OL tutorials are provided. SPC students may also access OL tutorials including *Smarthinking*, a hybrid tutoring service providing OL private tutoring sessions as well as study materials and practice assessments.

Office for Services for Students with Disabilities

SPC recognizes the importance of equal access for all students. In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, SPC and its Office of Services for Students with Disabilities seeks to ensure admission, academic programs, support services, student activities, and campus facilities are accessible to and usable by students who document a qualifying disability with SPC. A Counselor/Learning Specialist in Disability Resources is assigned to oversee services on each SPC campus. The HEC Disability Resources have been designed to assist students in need with the unique challenges of the health fields.

Administrative Support for Students

Students are required to select a home campus or center, either Clearwater Campus, Seminole Campus, St. Petersburg/Gibbs Campus or Tarpon Springs Center, at the time of application. Each of these campuses is considered a full-service campus where students can receive help with questions regarding financial aid, Veterans services, and other administrative concerns. Although the HEC is not considered a full-service campus, many administrative support services are provided. Table 2.1 shows the administrative services available to students across all campuses. Allstate and Midtown are serviced by St. Petersburg/Gibbs; EpiCenter is serviced by Clearwater. All campuses are within 30 minutes or less of another campus, so accessibility to all services is assured. Online students may access these services via the web at the following link http://www.spcollege.edu/students/

Table 2.1 Administrative Support for Students

Service	***Locations***								
	Centralized	Allstate	Clearwater	Downtown	Gibbs	**Health (HEC)**	Midtown	Seminole	Tarpon Sp.
Student Orientation	X		X	X		**X**		X	X
Registration and Admissions	X		X		X	**X**		X	X
Student Records	X								
Financial Aid			X		X			X	X
Services for Veterans			X		X			X	X
Bookstore		X	X		X	**X**		X	X
Parking/Vehicle Control	X								
Student health insurance	X								

Student Activities

SPC has an extensive student activities program designed to develop students holistically (Table 2.2).

Table 2.2 Student Activities at SPC

Service	**Locations**								
	Centralized	Allstate	Clearwater	Downtown	Gibbs	**Health (HEC)**	Midtown	Seminole	Tarpon Sp.
Student Activities		X	X		X	**X**		X	X
Student Government Association			X		X			X	X
Honor Society			X			**X**		X	X
Intercollegiate Athletics	X		X		X				
Intramural/Recreational Activities			X					X	
Student Publications			X	X	X	**X**		X	X
Student Clubs			X		X	**X**		X	X
ROTC (dual enrollment with USF)	X								
Volunteer Connection			X						
Student Ambassador Program	X								

Sigma Theta Tau, International

An important organization for nursing students and faculty is the Sigma Theta Tau, International, Upsilon Psi Chapter. All program faculty in the CON have been active members of Sigma Theta Tau, International for many years and greatly value this organization and its contribution to professional nursing education, leadership, and practice. Having a chapter of Sigma Theta Tau International in the west coast area of Florida has provided baccalaureate degree and higher nurse leaders the opportunity to have access to educational opportunities afforded by membership and recognition in the honor society for nursing. Upsilon Psi Chapter supports the learning and professional development of its members who strive to improve nursing care and to provide leadership and scholarship in practice, education, and research.

RN-BSN Program Student Success Initiatives

In fall of 2008, the program added an administrative position, the Director of Curriculum and Student Success. The new Director has a key role in supporting the overall efforts of faculty to foster program improvement and ensure student success. The primary role of this administrative position is to facilitate student success initiatives and to support faculty committee chairpersons in committee work involving curriculum, evaluation, and student affairs. Student success initiatives for the program are outlined below.

Online Writing Lab: For fall 2010, a student success pilot project designed to improve the writing skills of newly admitted RN-BSN students was implemented; the pilot had 15 students who were enrolled in the first sequence of course work: *Professional Roles and Dimensions of Nursing Practice* (NUR 3805); *Pathophysiology* (NUR 3125); and *Pharmacology in Nursing Practice* (NUR 3145). The students participating in the pilot had the opportunity to use an Internet-based writing support system integrating an OL space for composing papers with the resources and tools to support composition and grammar. The program also supported the research process from the initial draft stage to the development of the final paper. Students had the opportunity to submit rough drafts for review by professional writing tutors. Students were also asked during the pilot to evaluate the product. Feedback from students has been used to determine the benefits of the writing system as well as specific areas of need to delineate subsequent steps in developing writing interventions.

Learning Communities: Mathematics continues to represent a challenge for degree completion for some students seeking a baccalaureate degree in nursing. In the state of Florida, students need two college level mathematics courses in order to complete a four-year degree. For nursing, one of these mathematics courses must be elementary statistics, which also serves as the pre-requisite for the upper division course in nursing research.

Students who do not meet the statistics pre-requisite when nursing research occurs in the course sequence find themselves unable to progress in the desired course sequence. Student feedback indicates anxiety related to mathematics plays a role in a student's decision to delay enrollment in a statistics course.

To solve the pre-requisite issue, the program partnered with the mathematics department at SPC to pilot an elementary statistics class (STA 2023) specifically for nursing students. The pilot course aligns content with the major learning outcomes and objectives approved by the SPC Curriculum and Instruction Committee (C & I), so the curriculum remains a mathematics course for elementary statistics. However, the instructor, has adapted the lessons to include examples from the nursing profession in an effort to make the learning experiences more relevant and meaningful to the students. In addition, this faculty member has added more project-based learning opportunities centered on teamwork as a way to not only alleviate anxiety but also mirror program activities and assessment. This individual won the 2011 National Institute for Staff and Organizational Development Excellence Award for Innovative Pedagogical Teaching and Learning.

This faculty member also permitted nursing faculty to collect data with regard to mathematics anxiety. Within this pilot group, students were given a standard mathematics anxiety survey as a pre-test with follow up given at the end of the term as a post-test. This type of survey data aids in improving the statistics course for nursing students as well as assisting the program faculty and staff in designing appropriate support systems for student success.

Academic Integrity Module: The program faculty formed an academic integrity task force to address student issues related to the SPC honor code. Specific concerns included plagiarism and other matters related to academic honesty. Furthermore, faculty experience and student feedback indicate students have challenges with clear and consistent presentation of written material within the scope required by style rules outlined by APA. To address all of these faculty and student concerns, the Director of Curriculum and Student Success is partnering with other SPC four-year programs to share resources and to collaborate on the development of tutorials and support systems that integrate the SPC Honor Code and issues with academic

integrity. In addition, program faculty created an Academic Integrity resource folder located in the CON Student Commons. It is our belief student access to these collective resources will promote a preventative stance to academic integrity issues.

Review of Support Services

Academic support services remain adequate for students and faculty to meet program requirements. The process for regular review of the adequacy of these services includes the parent institution's efforts at evaluating feedback from students through the annual Enrolled Student Survey. The Enrolled Student Survey was developed at SPC as one component of a college-wide assessment system to ensure the delivery of quality academic and student support services. The specific purposes of this annual survey, given each October, are to ascertain how enrolled students perceive the College and determine both the importance and level of satisfaction of enrolled students with the College's academic and student support services. Enrolled Student Survey mean scores are available in Appendix K.

To ensure support services continue to meet the needs of students and faculty, HEC representatives from library services, learning support, and instructional design technology attend the program Curriculum Committee meetings. BSN admissions and recruitment representatives attend the Student Affairs Committee meetings. Their attendance provides faculty the opportunity to communicate needs or concerns impacting goals and expected outcomes with the appropriate department representative. As example, the faculty share with the librarian upcoming needs in the area of research articles and other resources as course projects and papers are updated.

Under the leadership of the current SPC president, student success initiatives have become a central focus at the parent institution. The College has worked to ensure students are aware of the many types of support available to them at the institution. From the SPC home page, students click on the link providing all of the information streamlined on one page regarding SPC services, support, and student life. The link is available at http://www.spcollege.edu/students/

II-C. The chief nurse administrator:

- **is a registered nurse (RN);**
- **holds a graduate degree in nursing;**
- **is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;**

- **is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and**
- **provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.**

Elaboration: The chief nurse administrator has budgetary, decision-making, and evaluation authority that is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest, to make decisions to accomplish the mission, goals, and expected student and faculty outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale if the chief nurse administrator does not hold a graduate degree in nursing.

Program Response:

Dr. Jean Wortock continues to serve as the Dean and chief nursing administrator of the CON at SPC. Dr. Wortock joined SPC in 1975 as a full-time instructor in the ADN program. She served one year (2001-2002) as ADN Program Director. In July 2002, upon completion of her doctorate in nursing she was promoted to the Dean of the CON. This newly created position was part of the addition of baccalaureate programs. The Dean of the CON, as chief administrator, holds the same 12-month contract and has the same authority as other deans at the parent institution.

As a faculty member, Dr. Wortock served on numerous college-wide committees including the Faculty Senate where she worked closely with upper level administration of SPC in establishing policies and procedures affecting all employees of SPC. In fall 2009, Dr. Wortock was recognized as one of the top 10 AACN Individual Legislative Advocates. She was honored at the 2009 Florida Nurses Association Centennial Celebration as the one of the Great 100 Nurses in Florida. At the 2011 AACN Spring Annual Meeting, the Dean was recognized as the 2011 AACN Advocate of the Year. Dr. Wortock has served SPC for 35 years and will retire from her position as Dean of the CON effective October 31, 2011.

Dr. Wortock is directly accountable for CON operations. She provides leadership for faculty and staff, implements student/academic programs, and supervises supporting services. Specifically, the responsibilities for the Dean include providing innovative leadership in the development and growth of the programs thereby positioning the CON as a leader in nursing education in the central, west coast region of Florida. The Dean is also responsible for completing required administrative reports, preparing and managing the budget, scheduling courses and teaching assignments, and evaluating faculty. She has played a key role in

ensuring the budget has supported the addition of the Director of Curriculum and Student Success as well as the faculty hires including funds necessary to secure adjunct faculty to cover additional class sections as student enrollment has continued to increase. The Dean solicits the Advisory Committee with regard to equipment purchases of $1,000.00 or more, such as computers to meet the program's growing technology needs. The Dean was instrumental in working with the staff in corporate training at SPC to develop a strategic planning workshop in February 2011 designed to allow faculty and staff to address the upcoming change in leadership and future needs for the program. The Dean's curriculum vitae is available on site.

II-D. Faculty members are:

- **sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;**
- **academically prepared for the areas in which they teach; and**
- **experientially prepared for the areas in which they teach.**

Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The mix of full-time and part-time faculty is appropriate to achieve the mission, goals, and expected student and faculty outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks have lead faculty who are nationally certified in that specialty.

Program Response:

In order to continue to offer a quality nursing education program for students, SPC has employed CON faculty members who are academically and experientially qualified and have maintained expertise in their respective teaching areas. There are eight full-time, doctorally prepared faculty members who hold graduate degrees in nursing and have qualifications in

compliance with SACS. There is a ninth position which is currently vacant due to the lack of qualified applicants. Adjunct faculty members hold at a minimum of a master's degree in nursing. All faculty members comply with the Florida Board of Nursing mandatory continuing education requirements for license renewal. In an effort to demonstrate academic as well as experiential preparation for the areas in which they teach, faculty members maintain and update their curriculum vitae as appropriate. Credentials, teaching assignments, and additional information with regard to each of the full-time faculty are listed in Appendix L. Curriculum vitae for each faculty member is available on site.

As a learner-centered college, SPC does not schedule large, auditorium-sized classes. SPC has established a formal Standard Class Load (SCL) for each course, specifying the appropriate class size based on the type of instruction. Faculty-to-student ratios in the program are monitored to ensure the classroom experience, FTF as well as OL, promotes opportunity for meaningful and timely feedback from instructors. The ratio of faculty-to-student is generally 1:24 for FTF settings and 1:24 for OL settings. For the practicum experience in *Leadership Practicum* (NUR 4835L), the preceptor-to-student ratio is 1:1. Preceptors are permitted to precept two students in one practicum experience when necessary.

The program utilizes full-time and adjunct (part-time) faculty. Each full-time faculty member has a 42 Equated Credit Hours (ECH) twelve-month contract. The contract is delineated 15 ECH in fall, 15 ECH in spring, and 12 ECH in summer. For example, a three credit course is 3 ECH. Each semester, three of the required ECH are used to support student advising, committee work, and other administrative assistance to the CON. A full-time FTE equals 1.0 and an adjunct FTE equals 0.25.

The combination of full-time and adjunct faculty allows the program to utilize nurse educators with a variety of nursing expertise to support outstanding learning experiences for the soon-to-be baccalaureate-prepared nurse. The need to utilize more adjunct faculty as the program enrollment has increased has also helped substantiate the need for a ninth full-time faculty member.

II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Elaboration: The roles of preceptors with respect to teaching, supervision, and student evaluation are clearly defined; congruent with the mission, goals, and expected student

outcomes; and congruent with relevant professional nursing standards and guidelines. Preceptors have the expertise to support student achievement of expected learning outcomes. Preceptor performance expectations are clearly communicated to preceptors.

Program Response:

The program utilizes preceptors to support *Leadership Practicum* (NUR 4835L), the practicum course running concurrently with *Leadership Theory* (NUR 4835). The professional nurse who agrees to precept a leadership student has three main roles: (a) to ensure the student has an opportunity to learn and experience leadership and management skills; (b) to facilitate site experiences so course objectives and unique goals established by the student are met; and (c) to assist in the evaluation of the student in terms of meeting the course objectives. The use of preceptors fosters the program mission and goals by supporting collaborative efforts and community partnerships required to provide the challenging and rich learning experience afforded by the opportunity to work with a preceptor.

Preceptors must be registered nurses who hold, at the minimum, a bachelor's degree, preferably in nursing. In addition, preceptors must have management responsibilities in their current role and may not serve as the student's direct work supervisor. Students are given the responsibility to select their own preceptor given the qualifications as outlined. The setting for the practicum is at the discretion of the student with faculty guidance. Students are encouraged to select preceptors at their place of employment which could include hospitals, nursing homes, free-standing clinics, hospices, and nursing schools. Within the hospital setting, some students work with managers in acute care, intensive care, education, or specialty units such as pediatrics. Students must discuss the role of the preceptor with the individual they select as preceptor. In addition, the student must provide the preceptor with a copy of the *Preceptor Handout*, which is a packet of information clarifying the roles of student, faculty and preceptor; course objectives and major learning outcomes; a letter of agreement; and a student evaluation form used by the preceptor to assist with student assessment.

If the preceptor agrees to work with the student, the preceptor and the student then sign the *Preceptor Letter of Agreement*. The *Preceptor Letter of Agreement* and the preceptor's resume remain on file with the program. The resumes are used to ensure the preceptor meets the qualifications as outlined above. In addition, a narrated, online (OL) orientation for preceptors provides additional communication and support with regard to the role and performance expectations for preceptors.

Faculty members who teach *Leadership Practicum* (NUR 4835L) have intermittent contact with preceptors throughout the duration of the course. Contact is dependent on need.

For example, if the instructor has a concern or interest based on discussions with the student or evidence by student work, the instructor may have increased contact with the preceptor. Patient contact by students during the practicum is minimal as the intent is to gain experience and exposure to nurses serving in a management role. Preceptors have the instructor's name and contact information and can communicate with the instructor if any concerns or problems arise.

Students evaluate their preceptors via the *Preceptor Evaluation*. At the end of the course the evaluations are reviewed by faculty for any concerns. To date, the program has not experienced any significant issues or concerns with a specific preceptor. The preceptor information including the narrated, OL orientation, the *Preceptor Handout*, and the *Preceptor Evaluation* used by students are available on site for review.

II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role and in support of the mission, goals, and expected student outcomes. For example:

- *Faculty have opportunities for ongoing development in pedagogy.*
- *If research is an expected faculty outcome, the institution provides resources to support faculty research.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles which require it.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*

Program Response:

SPC's mission is teaching. There is considerable support for teaching excellence and scholarship both at SPC and within the CON; both support faculty effectiveness by providing ongoing development in pedagogy to facilitate learning in the delivery options (OL and FTF) offered by the program. Areas for faculty support include the annual *Fall Faculty Professional Development Day*, advanced computer/media training, participation in Critical Thinking Institutes and Endowed Chair workshops, and resources provided by the Center for Excellence in Teaching and Learning (CETL). The Dean has budgeted funds to allow each faculty member to participate in at least one conference or other professional development function per academic

year, and release time and substitute instructors, if needed, are provided. The Dean also sends notices via email when a relevant webinar or other media event is broadcast so faculty may participate individually or as a group. These webinars have included information with regard to the new *Baccalaureate Essentials* as well as updates from the recent IOM report. The faculty also participate in continuing education and each holds active membership in at least one professional nursing organization.

At *Fall Faculty Professional Development Day*, SPC offices close and classes are not held so all faculty are free to participate in a special day of professional development and cross-campus fellowship. In prior years at SPC, this professional development day has been reserved for faculty. In fall 2010, the event became an *SPC All College Day* to allow faculty and staff to come together to learn more about the role each SPC employee plays in the success of students.

At these events, faculty have the opportunity to present at the in-house conference along a theme selected or approved by the Faculty Governance Organization. Past themes have included remediation, classroom vs. online strategies, motivating students, latest research in various disciplines, and civility. Themes are decided in early spring and a call for proposals is sent out in late spring. Program faculty have used these days to learn more about ANGEL and other areas of instructional technology as well as interventions to help students be successful in the program.

Web and Instructional Technology Services (WITS) delivers instructional technology programs via workshops, one-on-one consulting, and online classes. All faculty desiring to teach OL must complete the *Pathways to e-Learning* online course covering use of SPCs course management system and best practices in online instruction. Developed and facilitated in ANGEL by the Web and Instructional Technology Services Department, *Pathways to eLearning* integrates technical skills of the Learning Management System with pedagogical issues related to online instruction. *Pathways to eLearning*, which includes guided instruction, tutorials, peer and mentor interaction, and practice exercises, is followed-up with extensive support and resources.

Critical Thinking Institutes are held as part of the implementation of the SPC *Quality Enhancement Plan* (QEP). Through these institutes, SPC offers a comprehensive set of professional development opportunities to faculty and staff that have included workshops offered by recognized experts on critical thinking. Online training modules used to augment the institute's seminars and workshops have been created by the QEP team including SPC staff and faculty members who serve as faculty champions. The CON has had two faculty serve as

faculty champions. Modules created by the QEP team cover various aspects of fostering critical thinking in and out of the classroom and serve as a key element of the professional development initiative for faculty and staff at SPC. Critical Thinking Institutes also include educational workshops and awareness activities on each of the individual campuses each academic year. The Director of Curriculum and Student Success is also a regular presenter on topics of critical thinking at these institutes.

An Academic Roundtable (ART) is a learning community of approximately six to twelve members focused on academic disciplines or related discipline clusters. The primary goal of the ART is to investigate general and discipline-specific strategies for teaching for critical thinking and to compile an Instructional Portfolio that highlights these strategies. These communities allow faculty members to share ideas on fostering critical thinking in the classroom. In addition to the Instructional Portfolio, members of ARTs present their ideas and strategies in campus workshops and publications to SPC colleagues or the wider community including the Critical Thinking Institutes.

The CON is in a unique position of having an Endowed Chair annual conference for nursing faculty. In December 1990, the BOT accepted funds dedicated to the nursing program for the Anastasia Hartley and Almeda Martin Endowed Chairs. Commencing in the 1995-96 academic year, interest from these funds has been used to support nursing faculty attendance at an annual conference for professional development. Topics have included *Prompting and Promoting Student Reflection in Nursing Education* with James Eison, PhD; *Test Item Writing and Analysis* with Susan MacMillan, PhD, ARNP, FAAN; Human *Diversity and Effectiveness for Health Care Provider Professionals* with James Tokley Sr.; *Learning strategies for Television Generation Learners* with Michele L. Deck, RN, BSN, Med, LCCE; *Patient Safety and Prevention of Sentinel Events* with Victoria Rich, PhD; and The *Essence of Nursing, Changeless in a Changing World* with JoEllen Koerner, PhD, RN, FAAN. Endowed Chair events have also been used to showcase the professional development interests of faculty as the ART faculty co-champions have shared their work in the area of critical thinking. The most recent Endowed Chair event supported the strategic planning workshop held at SPC's collaborative labs. This was an important opportunity for all faculty and staff to work collaboratively under the auspice of the CON to address program needs and direction prompted by the upcoming retirement of the Dean.

In early 2010, a subcommittee, chaired by the Dean for social and behavioral sciences and a member of the FGO executive board, consisting of over 30 faculty and administrative representatives was created under the SPC Educational Oversight Group. The members of this

subcommittee established the concept for the *Center for Excellence in Teaching and Learning* (CETL) and worked to create the mission, goals, and proposed content as well as a relative timeline for implementation and budgetary needs. The mission of CETL is to support, recognize and reward faculty in the process of teaching, learning and assessing to promote the success of SPC students. CETL supports faculty professional development opportunities by funding attendance at conferences, workshops and symposiums where the faculty focuses on issues related to teaching, learning, technology, assessment and student success. Preference is given to conferences focusing on college teaching and learning addressing issues across a wide variety of disciplines and student populations. CETL also serves as a warehouse of teaching and learning resources and information for new and veteran faculty. CETL and its resources can be accessed at http://www.spcollege.edu/cetl/index.php

Strengths

1. The program has administrative support from the Dean as well as the Director of Curriculum and Student Success who monitors program effectiveness and implements student success initiatives such as the OL writing lab, *Elementary Statistics* learning community, and academic integrity resources.

2. Faculty members provide individual student advising to assist students to complete their course work in light of academic and personal challenges common to adult learners.

3. For students with a large number of general education requirements, an alternate program plan was developed to facilitate completion of general education requirements along with nursing courses.

4. Prior to registration each fall and spring term, the faculty provide an advising day for all students to assist with program planning.

5. All faculty members have doctoral degrees in nursing and experience in the subject matter.

6. A BSN facilitator is available through the New Initiative Program (NIP) to provide in-person or electronic assistance for FTF and OL students.

7. The *Smarthinking* online tutoring service is available to provide writing assistance for OL students. To enhance the convenience of tutoring, students can interact synchronously or asynchronously with a tutor in an electronic setting.

8. The HEC site has a testing center working closely with faculty to provide special testing accommodations for students with disabilities.

9. There is a strong cadre of *Leadership Practicum* preceptors exposing students to leadership issues and experiences.

10. Faculty members are involved in service and scholarship activities above and beyond the CON's teaching mission. Faculty members participate in professional development activities such as the *Critical Thinking Institute* workshops, *Professional Development Day*, and the *Academic Roundtable* activities.

11. The Instruction Design Team has added a learning management system expert dedicated solely to faculty; this individual is available by phone or email on business days.

Areas for Improvement

1. The program emphasizes communication skills. The convenient tutoring services from *Smarthinking* are currently paid from online fees; therefore only OL students can access the service. *Action:* The *Smarthinking* online tutoring service is being piloted with a group of FTF students. Expanding this service to all students is being explored.

2. *Elementary Statistics* is the only learning community offered to students to encourage them to complete outstanding requirements. *Action:* Development of a learning community dedicated to *Spanish for Healthcare Workers* is in progress. It will be designed with a focus on vocabulary and comprehension to improve communication with Spanish-speaking persons in a healthcare setting.

3. There are insufficient full-time faculty members for the size of the student body. At this time, there are only eight full-time faculty members serving the student body. *Action:* A ninth full-time faculty position is advertised and open. Applicants are currently under consideration. Additionally, there is ongoing dialog with campus administration regarding

the difficulty in recruitment of qualified full-time faculty. The current institutional salary structure presents a challenge as there is a nationwide shortage of qualified nursing faculty.

4. There is limited administrative assistant support for faculty. Faculty members perform the vast majority of secretarial tasks related to course and program activities. *Action:* A request was submitted for a coordinator position to assist with practicum placements, interaction with community agencies and leadership preceptors, and end-of-program activities.

5. An alternative advising template was developed prior to the arrival of the current SPC President and may not be considered consistent with “individualized” planning for student success as outlined in the President’s learning plan. The President’s plan states: *Every student will have an individualized online learning plan that allows the student to make optimum use of online support. The plan will represent a means to expand the communication and support that SPC and the program provides to students on a proactive, individual basis. Action:* The alternate advising template will be revisited and revised to reflect the long-term view of student success as defined by SPC.

STANDARD III

PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.

> *Elaboration: Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected individual student learning outcomes. Expected individual student learning outcomes contribute to achievement of the mission, goals, and expected aggregate student outcomes.*

Program Response:

The program prepares the registered nurse for the comprehensive roles of the baccalaureate prepared nurse. The baccalaureate curriculum reflects *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and the *Scope and Standards of Practice: Nursing* (2004, 2010). Students are expected to demonstrate competencies in the area of ethics, evidence-based practice and research, quality of practice, communication, collaboration, and leadership. The program provides students with the necessary foundation for graduate education and fosters a commitment to lifelong learning. Components of the curriculum are revised when necessary to maintain congruence with the CON's program's mission, goals, and expected student outcomes (ESOs).

The faculty have developed 14 statements of expected individual student learning outcomes (ISLOs) congruent with program mission, goals, and ESOs. The 14 Individual Student Learning Outcomes are found in Appendix M. As an example, students in *Nursing in a Multicultural Society* (NUR 3655) are engaged in cultural immersion activities reflective of ISLO #4 focusing on the application of culturally sensitive approaches to health care. Appropriate activities could include time spent at cultural events, dinner with cultural groups, or attending

religious ceremonies. Students are asked to assess effects of these experiences on their own professional philosophy and values. These reflections work to broaden the perspective of the student while incorporating a central purpose of the program goals. ISLOs emphasize professional values [ISLOs 3, 6, and 14], recognize the need for preparation for care in a diverse society [ISLOs 4 and 10], and reinforce the skill set necessary for personal and professional growth [ISLOs 1, 2, 8 and 12], all of which reflect the program mission and goals. Other ISLOs reflect program missions and goals through emphasis on professional values [ISLOs 3, 6, and 14], preparation for care in a diverse society [ISLOs 4 and 10], and reinforcement of the skill set necessary for personal and professional growth [ISLOs 1, 2, 8 and 12]. The knowledge base required for the practice of nursing provides the foundation for critical thinking, problem solving, and ethical decision making and remains a tenet of the program philosophy reflected in ISLOs 1, 6, and 12 which establish competencies centered on accountability for decision-making and mastery of knowledge. Baccalaureate preparation to employ concepts of integration of health policy, professional values, advocacy, and expanded implementation of the nursing process are reflected in ISLOs 2, 3, 10, and 13. The ISLOs also stem from the five ESOs. Appendix N clarifies the relationship of the program's ISLOs to the ESOs and philosophy, model, *Essentials* (AACN, 2008) and *Scope and Standards of Nursing Practice* (ANA, 2004).

The ISLOs are also reflected in the major learning outcomes (MLOs) developed for each theory, practicum, and elective course in the curriculum. The ISLOs guide the development of the specific MLOs used to determine what is expected of students as they complete each course in the program. Review and revisions to MLOs occur as part of the parent institution's three-year review process. MLOs can also be updated as needed through the parent institution's Curriculum and Instruction (C & I) committee proceedings when changes are warranted, as example, by updates to professional nursing standards or guidelines used in the program. C & I committee meetings occur once a month, and the chair of the program's Curriculum Committee is a standing member of the C & I committee. Requests for changes to courses are submitted by C & I to the BOT for approval four times a year.

The program philosophy also plays a key role in the development of the ISLOs. The following tenet is central to the philosophy of the program: *people are holistic beings whose minds, bodies, and spirits interact with, have effect on, and are affected by the physical and*

social environments in which they live. The practice of nursing is concerned with human responses to alterations in physical, mental, and spiritual health. The nurse-client interaction model reflects the use of the nursing process to provide care. When the client experiences actual or potential threats to homeodynamics, the nurse can provide preventive, supportive, restorative, or rehabilitative care. These concepts are reflected in ISLOs 2, 3, 10, and 13 as they collectively relate to the ability of the graduate to expand on his or her implementation of the nursing process. The knowledge base required for the practice of nursing provides a foundation for critical thinking, problem solving, and ethical decision making. The foundation in this knowledge base remains another tenet of the program philosophy reflected in ISLOs 1, 6, 8, and 12 as these work to establish competencies centered on accountability for decision-making and mastery of knowledge.

III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.

- **Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).**

Elaboration: Each degree program and specialty area incorporates professional nursing standards and guidelines relevant to that program/area. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum. Advanced practice master's programs (Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) and DNP programs with a direct care focus incorporate separate graduate level courses in health/physical assessment, physiology/pathophysiology, and pharmacology. Additional content in these areas may be integrated as needed into specialty courses. Separate courses in physical assessment, physiology/pathophysiology, and pharmacology are not required by CCNE for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.

Program Response:

The curriculum builds on the foundation acquired at the associate degree level and conforms to the *Essentials of Baccalaureate Education for Professional Nursing Practice*

(AACN, 2008), the *Essentials of Gerontological Nursing* (2010), and the ANA *Scope and Standards of Practice* (2004, 2010). The baccalaureate program provides the basis for theoretical, evidence-based nursing practice, and fosters and promotes commitment to personal and professional growth. *The Essentials of Baccalaureate Education* (AACN, 2004, 2008) was utilized as a guideline for developing the program curriculum. The framework provided by the *Essentials* (2008) ensures the necessary foundations of the program and the expectations identified in the ISLOs reflect a curriculum meeting the demands of the nursing profession in the 21st century.

The Essentials of Baccalaureate Education

At the December 2009 curriculum workshop, the faculty began the process of reviewing the curriculum including specific courses and ISLOs using the updated *Essentials* (AACN, 2008). Appendix O provides the summary of the comparison of the *Essentials* (AACN, 2008) to ISLOs and ESOs. Appendix P illustrates the alignment of the *Essentials* (2008) to the core courses.

Concepts from liberal education are integrated into the curriculum. Prior course work in the natural sciences as part of the ADN program prepares students for baccalaureate level content found in *Pathophysiology* (NUR 3125) and *Health Assessment and Physical Appraisal* (NUR 3066C). Elementary statistics, as a pre-requisite to *Introduction to Nursing Research* (NUR 4165), introduces students to methods of collecting, organizing and analyzing data assisting in later utilization of current evidence-based research knowledge and practice. Learning experiences in *Legal and Ethical Aspects of Nursing* (NUR 3826) are designed to incorporate foundations from prior course work in the social and behavioral sciences including ethics and government. In an effort to support development of practical and transferable skills such as communication, all students in the program are provided a variety of assignments allowing demonstration of competency in writing. In all courses, students practice written and face-to-face communication skills, through individual and group presentations, group work, and written assignments. Liberal arts education for the 21st century also includes proficiency in technological skills, and computer competency and learning experiences supported by information technology are incorporated throughout the curriculum.

The MLOs in *Legal and Ethical Aspects* of *Nursing* (NUR 3826) enhance professionalism and the inherent values of human dignity, integrity, and social justice

fundamental to the discipline of nursing. Students gain the knowledge and skill set allowing them to formulate the resolution of an ethical dilemma using an ethical decision-making model and by identifying the underlying ethical theory and ethical principle. Through an opposing viewpoint debate, students have the opportunity to systematically examine affirmative and negative support for an ethical dilemma in health care.

The registered nurse student possesses the technical skills needed for the provision of competent nursing care. However, the registered nurse as a BSN student also needs holistic assessment skills and the ability to assess communities and families. Students complete comprehensive individual assessments in *Health Assessment and Physical Appraisal* (NUR 3066C). Students complete two health histories and perform an integrated motor exam in this course. In addition, family assessments are completed in *Nursing of the Family* (NUR 4606). The family assessments address communication, wellness, and family relationships. The family assessment serves as a foundation for a family educational plan. Community assessments are completed in *Community Health Nursing Theory* (NUR 4636) which address the structure and functioning of a students' community and is used as a foundation for educational projects.

Clinical prevention and population health are integrated in the family and community courses. Students formulate wellness plans for a community. Students learn to assess the possible incidence of abuse or violence in a family and establish nursing interventions, with an emphasis on preventive care. In *Pathophysiology* (NUR 3125) students analyze the influence of genetic factors in the etiology of disease. In *Health Assessment and Physical Appraisal (*NUR 3066C) students conduct a case presentation including a well-developed care plan, including teaching and referrals.

The baccalaureate nurse is prepared to be: (a) a provider of care, (b) designer, manager, and coordinator of care, and (c) a member of the profession of nursing. Students create a family teaching plan in *Nursing of the Family* (NUR 4606). In *Community Health Nursing Theory* (NUR 4636) nursing interventions are developed for a subpopulation of a community. In *Community Health Nursing Practicum* (NUR 4636L), students, along with a clinical partner, learn to design, manage, and coordinate care in clinical settings by developing an educational program. In the *Leadership Theory* (NUR 4838), students assess ways to promote team building and in the *Leadership Practicum* (NUR 4835L), students examine a team working in a cohesive manner. In *Leadership Practicum* (NUR 4835L), students spend 45

contact hours with a preceptor who is a manager/leader. Students interview hospital leaders, attend committee meetings, and are involved in the management activities of the organization.

Introduction to Nursing Research (NUR 4165) is designed specifically to foster the translation of research and other evidence in order to support evidence-based practice. The initial assignment in the course requires the student to examine a clinical practice guideline, analyze the source of the evidence on which it is based, and assess how the guideline can be used to strengthen nursing practice. The analysis of scholarship continues each week, either online or in person, as students read nursing research articles on a given topic, evaluate the merits of the study, as well as explore applicability to enhance clinical practice.

ANA Standards

The *ANA Scope and Standards of Professional Nursing Practice* (2004) was also used in the development of the baccalaureate curriculum. The process of reviewing the program for congruence with the 2010 ANA *Scope and Standards of Practice* was initiated in the spring of 2011. To date, the program philosophy, conceptual model, and ISLOs have been reviewed for compliance with the updated standards. Faculty utilize Curriculum Committee meetings to review all nursing courses for congruence with the current standards; a fall 2011 curriculum workshop will be used to finalize the review process.

A table summarizing a comparison of the 2004 *ANA Scope and Standards of Practice* and the program's ISLOs can be found in Appendix Q. The first six ANA standards, collectively reflecting the nursing process, are exemplified in several courses. In *Pathophysiology* (NUR 3125) and *Health Assessment and Physical Appraisal* (NUR 3066C), the nursing process is focused on the individual as the client. In *Nursing of the Family* (NUR 4606), the nursing process is used to focus on the family as the client. In *Community Health Nursing Theory* and *Practicum* (NUR 4636/L), students utilize the nursing process to focus on the community as the client. ANA standards seven through fifteen are reflected in such courses as *Professional Roles and Dimensions of Nursing Practice* (NUR 3805), *Introduction to Nursing Research* (NUR 4165), *Legal and Ethical Aspects of Nursing* (NUR 3826), and *Leadership Theory* and *Practicum* (NUR 4835/L).

Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults

In addition to the *Essentials* (AACN, 2008) and the *Standards* (ANA, 2004, 2010), the faculty reviewed each course for integration of the recommended *Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults* (AACN, 2010). The curriculum was found to be in compliance with these guidelines except in the matter of implementation of the clinical area. Students complete two practica experiences, one in *Community Health Practicum* (NUR4636L) and one in *Leadership Practicum* (NUR 4835L). Otherwise, there is no clinical component in the RN-BSN program. A student in the program may choose an elderly population for a wellness project in *Community Health Nursing Practicum* (NUR 4636L) or to do a geriatric health history in *Health Assessment and Physical Appraisal* (NUR 3066C). In *Community Health Nursing Theory* (NUR 4636) one assignment is a class discussion based upon readings regarding elder abuse. In *Nursing of the Family* (NUR 4606) assigned reading and quizzes address elderly health problems as well as socialization into their community. In *Pathophysiology* (NUR 3125) age-related changes and responses are discussed for every system. Advanced age as a risk factor for particular diseases is also discussed when applicable. Students may complete a nursing elective devoted to the study of gerontology (NSP 3289).

Graduates of the program are prepared to practice in a variety of settings consistent with the roles of advocate, collaborator, communicator, teacher, leader, and colleague in organizing and managing care; they are also prepared to pursue further study at the graduate level. Nurses function within legal and ethical parameters by providing, coordinating and managing care. Graduates of the program are expected to be accountable, to assume an active role in professional activities, and to demonstrate leadership roles with individuals and groups.

III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes.

- **The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.**

Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to

baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN,2008) as well as advanced course work.

Program Response:

The RN-BSN upper division program is designed for registered nurses who are graduates of diploma or associate degree nursing programs and desire to complete the baccalaureate in nursing degree. A total of 121 credit hours are required for program completion. Students must complete 40 credits of upper division nursing courses. The baccalaureate program awards 39 credit hours for nursing courses taken as part of an ADN program. The program includes 42 credits of general education and support courses.

The curriculum for the baccalaureate program has been developed to permit timely achievement of program outcomes and to meet the needs of a student population of adult learners with multiple life responsibilities. The upper division course progression allows students to take courses one at a time. Course length varies from four to nine weeks depending upon credit hours. Course work for upper division nursing classes can be completed in five or six semesters depending on point of program entry (Fall or Spring).Two theory and practica courses overlap to facilitate the completion of practica hours. *Nursing in a Multicultural Society* (NUR 3655) overlaps *Nursing of the Family* (NUR 4606) to permit students time accumulate the hours needed for the immersion experiences.

General Education – Foundation of the Arts, Sciences and Humanities

The general education courses required for the baccalaureate degree include *English*, *Speech*, *Humanities*, *Mathematics*, *Statistics*, *Human Anatomy and Physiology*, *Microbiology*, *American National Governmen*t, *General Psychology*, and *Ethics*. The general education courses (a) complement the nursing curriculum; (b) support the goals of the program by providing the opportunity for students to broaden professional values within a liberal arts context; and (3) supplement the theoretical concepts essential to the development of a nurse. Table 3.1 lists the general education courses required for the baccalaureate program.

Table 3.1 General Education and Support Courses

Course	Credits
ENC 1101 or ENC 1121 (Composition)	3
Communication approved course	3
SPC 1600 or SPC 1016 or SPC 1060 (Speech)	3
HUM 2210 or HUM 2230 or HUM 2233 or HUM 2250 (Western Humanities)	3
Humanities/Fine Arts approved course	3
Mathematics approved course	3
STA 2023 (Elementary Statistics)	3
BSC 1085-1085L (Human Anatomy and Physiology I/Lab)	4
BSC 1086-1086L (Human Anatomy and Physiology II/Lab)	4
MCB 2010-2010L (Microbiology and Lab)	4
POS 2041 (American National Government)	3
PSY 1012 (General Psychology)	3
PHI 1600 or PHI 1602H or PHI 1603 or PHI 1631 or PHI 2621 or PHI 2622 or PHI 2649 (Ethics)	2
Total	42

Content included in courses such as composition, communications, humanities, and ethics assist students in developing proficiency as a professional nurse. These courses provide approaches to learning, empowering the student to appreciate the complexity, diversity, and change indicative of the nursing profession in the 21st century. The communications and general psychology courses provide a foundation for effective nurse/client interactions essential for successful completion of *Community Health Nursing Practicum* (NUR 4636L). The ethics and American government courses assist students in their role as responsible citizens and ethical practitioners and provides important context for the MLOs in *Legal and Ethical Aspects of Nursing* (NUR 3826). The mathematics and statistics courses promote the development of critical thinking and provide a base for examining nursing research and the scholarship of evidence-based practice. The natural science courses are necessary for the student to understand the human response to alterations in health and to enhance understanding of concepts found in *Pathophysiology* (NUR 3125) and *Health Assessment and Physical Appraisal* (NUR 3066C). The parent institution has recently added an *Enhanced World View* requirement meant to provide students with an enhanced world view in light of an increasingly globalized economy. Students must complete a course in humanities, world literature, or international relations as part of the general education requirements. The foundations provided by these

types of courses support program outcomes including understanding of the effect of globalization on health care locally, nationally, and internationally.

Additional Requirements

SPC has general requirements for all students seeking baccalaureate degrees. Students must complete 15 credits of required general education course work prior to admission to the RN-BSN Program. Students admitted with an associate in science or associate in applied science degree will have met many of the general education requirements, including the natural sciences. Students admitted with an associate in arts (AA) degree may need to complete a statistics course.

Elementary statistics (STA 2023) has been a long standing prerequisite for *Introduction to Nursing Research* (NUR 4165). However, as of fall 2010, elementary statistics became a requirement for admission to the program. Computer competency is also a program admission requirement for students without a prior AA, bachelors, or higher degree, as all degree-seeking students must have a prescribed level of computer competency to meet general education requirements. Students must have completed two consecutive years of the same foreign language in high school or eight credits (two semesters) in college to be awarded the baccalaureate degree. Students who received an AA degree prior to September 1,1989, are exempt from the foreign language requirement as are students with a prior bachelor's or higher degree (regardless of graduation date).

Students are encouraged to use the student portal, MySPC, to routinely access their degree progress report. This report reflects the official accounting and audit of course work and other requirements required for degree completion. Students who have not completed all lower division general education and foreign language courses prior to admission are encouraged to work on completion of any outstanding lower division requirements prior to starting upper division nursing courses.

RN-BSN Curriculum

Table 3.2 illustrates the program curriculum plan. There are ten theoretical foundation courses (found in bold italics) and two practica courses, *Community Health Nursing Practicum* (NUR 4636L) and *Leadership Practicum* (NUR 4835L). The theoretical foundation courses emphasize concepts and theories basic to the development of a professional role in nursing.

These courses include content related to professional nursing practice; historical development and trends in nursing; cultural aspects of professional practice; legal and ethical issues; research methods and processes used in nursing; pathophysiological, pharmacological and assessment concepts; family and community concepts; and concepts of responsibility, accountability, and leadership. The first practicum, *Community Health Nursing Practicum* (NUR 4636L) focuses on the use of critical thinking in implementing therapeutic interventions for communities. The practicum for *Leadership Practicum* (NUR 4835L) focuses on the development of leadership and management skills. Both practica experiences provide an opportunity for students to apply content acquired in the conceptual foundation courses.

Table 3.2 Baccalaureate Curriculum Plan

Name of Course	Credit Hours	Contact Hours	Weeks
NUR 3805 Professional Roles and Dimensions of Nursing Practice	3	45 class	5 ½
NUR 3125 Pathophysiology	3	45 class	5 ½
NUR 3145 Pharmacology in Nursing Practice	2	30 class	4
NUR 3655 Nursing in a Multicultural Society	3	45 class	5 ½
NUR 3066C Health Assessment and Physical Appraisal	4	45 class 30 lab practice	9
NUR 4606 Nursing of the Family	3	45 class	5 ½
NUR 4165 Introduction to Nursing Research	3	45 class	5 ½
NUR 4636L Community Health Nursing Theory	3	45 class	5 ½
NUR 4636L *Community Health Nursing Practicum*	4	45 practicum 15 seminar	7 ½
NUR 3826 Legal and Ethical Aspects of Nursing	3	45 class	5 ½
NUR 4835 Leadership Theory	3	45 class	5 ½
NUR 4835L *Leadership Practicum*	4	45 practicum 15 seminar	7 ½
NUR/NSP XXXX Nursing Elective	2	30	4
Credits Awarded for A.S. in Nursing degree	39		
General Education and Support Courses	42		
Foreign Language			
Grand Total	121		

Students in the RN-BSN program complete two credits of nursing electives. The state of Florida changed elective prefixes effective fall 2010, so all but one of the program electives now use the NSP prefix. The program offers a variety of electives allowing students an opportunity to

explore specific areas of interest. Examples of the nursing electives include *Special Topics in Gerontological Nursing* (NSP 3289), *End of Life Care* (NSP 3685), *Infectious Disease and Sepsis* (NSP 3475), *ECG* (NSP 3276), and *Complementary/Integrative Health and Therapies* (NUR 3178). In addition, students may take an independent study (NSP 3905 or NSP 3906) to explore an area of interest not available in the current selection of electives. Syllabi for all courses including electives are available for review on site.

Students complete the nursing courses in a logical manner. The curriculum plan is sequential (see Appendix R), with earlier courses providing the foundation for subsequent ones. This foundation is essential for understanding the complexity of subsequent courses and for the synthesis of concepts for developing the skills and competencies expected of a BSN graduate. In spring of 2009, the faculty reviewed and revised the pre- and co-requisites for the course sequence to ensure key courses were appropriate as foundations and to facilitate enrollment for students in the course sequence. Students complete the first course, *Professional Roles and Dimensions of Nursing Practice* (NUR 3805), as a foundation and pre-requisite to all of the remaining core courses in the curriculum. *Pathophysiology* (NUR 3125) is the pre-requisite to *Health Assessment and Physical Appraisal* (NUR 3066C) and *Health Assessment and Physical Appraisal* (NUR 3066C) is the pre-requisite to *Community Health Nursing Practicum* (NUR 4636L). All of the NUR upper division courses are completed before registering for co-requisites *Leadership Theory* and *Practicum* (NUR 4835/L).

The first course in the curriculum, *Professional Roles and Dimensions of Nursing Practice* (NUR 3805), is designed to set the stage for succeeding nursing courses. This course helps students conceptualize the influence of history, trends, and issues on the evolution of the nursing profession. The course builds progressively, incorporating information essential to socialization into professional nursing and practice in the changing health care delivery system. Students then proceed to *Pathophysiology* (NUR 3125) which focuses on cellular alterations in organ systems, disease processes, and evaluation of nursing care, and finally, *Pharmacology in Nursing Practice* (NUR 3145) where the focus is on utilized medications and teaching plans for specific patients.

Nursing in a Multicultural Society (NUR 3655) provides an examination of personal values, cultural beliefs, and practices of selected cultural groups. Culture has a powerful impact on health care professionals and nursing practice. In order to provide culturally competent care,

BSN students need to evaluate themselves, their behaviors and their communication styles in relation to their perception of culture. Additionally, they should also examine the impact they have on others, including clients who are culturally diverse. The multicultural course provides students with an opportunity to address personal and professional knowledge, values, beliefs, ethics, and life experiences ultimately optimizing their interactions and assessment of culturally diverse clients encountered in subsequent courses within the program and in their professional lives.

In *Health Assessment and Physical Appraisal* (NUR 3066C) students learn client assessment at the baccalaureate level. After enhancing their understanding of self and individuals, students complete *Nursing of the Family* (NUR 4606) and *Community Health Nursing Theory* and *Practicum (*NUR 4636/L) requiring them to assess and intervene with groups of individuals.

Students take a nursing research course, and a course that focuses on legal and ethical implications of practice. *Introduction to Nursing Research* (NUR 4165) is an overview of the skills needed to read, understand, evaluate, and use nursing research. This course focuses on research methods, identifying researchable problems, and critiquing existing studies to form the basis for evidence-based nursing practice. *Legal and Ethical Aspects of Nursing* (NUR 3826) is an assessment of ethical and legal issues confronting nursing and other health care providers in a variety of settings. The course focuses on identifying and analyzing legal and ethical concepts, and principles underlying the critical-thinking process in nursing and health care. Students conduct a debate on a current ethical issue in this course.

The final courses in the nursing curriculum are *Leadership Theory* and *Practicum* (NUR 4835/L). Students use concepts, principles, and critical thinking to develop their leadership and management skills. An evidence-based leadership project is developed and implemented in the leadership practicum.

III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.

> *Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student learning outcomes identified in course, unit, and/or level objectives.*

Program Response:

Teaching-learning practices and environments support attainment of knowledge and skill sets necessary to meet the ISLOs of the program. The teaching-learning environments are supported by two course delivery formats: FTF and OL. Students may complete the program using one or a combination of both formats. Course work, MLOs, course objectives, and expectations for the FTF and OL courses closely mirror each other. The expected ISLOs for students in both delivery formats are consistent. For example, in *Health Assessment and Physical Appraisal* (NUR 3066C) students must perform a comprehensive, head-to-toe examination. All students are given the option to demonstrate mastery of these skills by submitting a DVD recording or through performing an examination in the on-campus classroom. Students in FTF courses have the opportunity to demonstrate proficiency with technology through access to an online course shell in ANGEL containing additional materials for each course.

A variety of learning activities and strategies represent the teaching-learning practices utilized by faculty in the program. Examples include discussions (OL through forums and FTF in the traditional classroom setting), group and individual student presentations (through posted PowerPoint Presentations in OL classes and group as well as individual presentations in the traditional classroom), role play, and evidence-based scholarly written assignments. In *Leadership Theory* (NURS 4835) students maintain a reflective journal as part of the practicum experience. One journal entry focuses on the student's interview of a nursing leader concluding with a self analysis of personal leadership strengths, weaknesses, and areas for growth. This meets the ISLOs (11 and 12) of applying leadership and management skill and integration of theory and research into practice. In *Legal and Ethical Aspects of Nursing* (NUR 3826) students develop opposing viewpoints for an ethical or legal dilemma in health care, meeting ISLOs (1 and 6) of demonstrating critical thinking and applying an ethical framework when making decisions in various healthcare settings. Appendix S demonstrates the relationship of course MLOs and objectives to teaching-learning practices.

III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Elaboration: Teaching-learning practices are appropriate to the student population and build on prior learning. Teaching-learning practices consider the needs of the program-identified community of interest (e.g., use of distance technology, simulation, adult learner needs, second language students).

Program Response:

This program originated to meet the needs of the community of interest by providing a post-licensure baccalaureate nursing degree within Pinellas County. Teaching-learning practices are appropriate to the adult student population, build on prior learning, and continue to consider the needs of the community of interest. The community of interest has been defined as current and prospective students and their employers, as well as graduates of the program. Input is collected from students, employers and graduates through formal and informal methods including concurrent and post graduate surveys, course evaluations, anecdotal input, and preceptor feedback.

Students

The students in the program are adult learners employed in local and distant hospitals as well as other health care agencies. With varying work schedules and other time commitments, both the one day per week and online format meet a need for students requiring flexible access to course work. The program offers FTF classes for students who prefer a traditional learning format but offers the convenience of an OL program. Classes are offered one at a time to allow total focus on one content area at a time. Students provide feedback via evaluations and informal conversations indicating a need to approach the program on a part-time basis for completion of general education requirements. In response, faculty devised a program progression plan that schedules general education courses in combination with nursing requirements for these students. The CON is moving toward the requirement that all general education be completed prior to beginning the upper division nursing courses to facilitate completion of the program.

Student input regarding curriculum and learning assignments is actively encouraged through course evaluations and student inclusion on various CON committees. Students are

advised they may participate via conference call or attend meetings in person at the CON. As a result of student feedback requesting additional routes for student input, a space has been dedicated in the CON Student Commons for meeting announcements and posting of specific student issues or concerns. In course evaluation surveys, students expressed concern about the amount of work required for *Pathophysiology* (NUR 3125). In response, the faculty reviewed equitability of assignments and credit load for every course and made appropriate adjustments as needed so that the number of assignments are similar.

Graduates

Graduates have input to curriculum through end-of-program and graduate surveys that are collected 6-12 months post each graduation. Graduates informal feedback indicated a need for a pharmacology course due to the admission requirements for master's degree programs. Curriculum revisions occurred to be able to add this content as a separate course without changing the total number of credit hours.

Employers

There is a strong collaborative relationship between community agencies and the CON. CON administrators meet with agency leadership personnel to collaborate, form partnerships, and share resources. Examples include scholarship support from the local Florida Nurses Association (FNA) district, the Florida Nurses Foundation, Tampa Bay Organization of Nurse Executives (TBONE), and continued tuition reimbursement from local employers. Community agencies ask the College to supply students for ongoing health events such as health fairs and flu prevention clinics. Faculty members have also played an active role with community employers by participating as board members and, for example, serving as a member on the Pinellas County School Health Advisory Committee. Professional relationships with the local agencies enable students to receive enriched learning experiences. In addition, the CON has responded to requests by area hospitals to offer FTF nursing classes onsite prior to the onset of the OL program. Student leadership practicum projects in *Leadership Practicum* (NUR 4835L) are developed with preceptor input to ensure projects are pertinent and meaningful to the healthcare providers, and to enhance the BSN student learning experiences. Students often use their own workplace for their leadership practicum experience, although they are not permitted to use their direct supervisor as a preceptor. Many of the Leadership and Community projects have been of significant benefit to the community of interest. For example, one local

hospital is developing a Dementia Prevention program to minimize incidence and injury that can occur to this population of hospitalized patients. The student's Leadership project included negotiating with and obtaining the commitment of the director of the hospital volunteers to enlist and specially train volunteers to work with the Dementia program. The student designed advertisements and the application form for interested volunteers, and outlined the orientation plan to be used. Satisfaction with graduates has been demonstrated by employers making specific requests for additional student placements for these volunteer experiences.

III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Elaboration: Evaluation of student performance is consistent with expected individual student learning outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. There are processes by which the evaluation of individual student performance is communicated to students. Student performance is evaluated by faculty. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student learning outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students, including those enrolled in post-master's DNP programs. CCNE recognizes that faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

Program Response:

Evaluation of student performance is consistent with expected individual student learning outcomes. A consistent syllabus template is used throughout baccalaureate nursing coursework. Each syllabus outlines the MLOs and associated course objectives stated in performance terms. All faculty teaching the same course utilize the same syllabus in order to maintain consistency. Each syllabus includes a section explaining the evaluation methods. A variety of evaluation methods are used in order to accommodate individual learning styles. Evaluation methods of teaching/learning practices may include written papers, group and individual presentations, quizzes, case study analysis, class participation, teaching projects, concept mapping and participation in seminars. Multiple evaluation methods represent a variety of opportunities for students to demonstrate mastery of the expected ISLOs. Mastery of an ISLO

is demonstrated in more than one course. For example, the outcome describing the impact of health policy on nursing practice can be found in *Professional Roles and Dimensions of Nursing Practice* (NUR 3805) in the opposing viewpoints assignment and in *Legal and Ethical Aspects of Nursing* (NUR 3826). In *Nursing in a Multicultural Society* (NUR 3655) students develop culturally appropriate therapeutic teaching strategies and communications; faculty evaluate these activities with an application paper and student logs. Other examples used to assess student performance include quizzes and presentations. Appendix T demonstrates the relationship between MLOs and course objectives to the appropriate evaluation methods.

Each course syllabus includes the grading scale for the course; the grading scale is the same for all the courses in the RN-BSN program. The specific criteria for grading assignments are clearly defined in a rubric for every assignment, also included as part of the course syllabus. These rubrics are available to all students through their course on ANGEL or through a syllabi folder located on the CON Student Commons. Rubric grading criteria are agreed upon by faculty and the same rubric is used for all sections of a course, both OL and FTF. Final course grades are available to all students online.

Students receive timely and routine feedback during each course on specific learning activities developed to be consistent with the MLOs and ISLOs. Evaluation of individual student performance is communicated to the student in a variety of ways. Students receive feedback from faculty by completed grading rubrics, written comments on papers, tests, quizzes, and through other assignments. Scores for assignments are posted OL in the student's confidential grade book, and/or returned to students in class. Agency-based preceptors facilitate the *Leadership Practicum* (NUR 4835L) experience and provide comments and documentation of the students' experiences at the practicum site. The leadership course syllabus contains the evaluation tool used by the preceptors to evaluate student performance. However, the final evaluation of student learning in the leadership practicum remains the responsibility of the faculty of record for the course.

III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

> *Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of individual student learning outcomes. Such evaluation activities may be formal or informal, formative or summative.*

Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.

Program Response:

Faculty use data from faculty and student evaluation of teaching-learning practices to make informed decisions facilitating the achievement of ISLOs. This review is part of the CON program plan for quality and supports faculty commitment for ongoing curriculum improvement. In addition, SPC has a mandatory three-year review process for all college credit courses.

Student feedback is obtained at the completion of each semester and evaluation data is reviewed annually at an Evaluation Committee meeting where strengths and areas for improvement are identified. Appropriate committees assume responsibility to make recommendations for actions. The Curriculum Committee reviews the data for recommendations for course improvement. Items failing to meet the CON benchmark of a 3.5 mean are specifically targeted for suggested action plans.

The curriculum, including assessments, content, materials, and evaluation feedback is formally reviewed at regularly scheduled Curriculum Committee meetings and the biannual curriculum workshops. Minutes of these meetings are available on site. Students and graduates have representation on the Curriculum Committee. They are asked to provide input on the processes of completing course requirements and bring forward program issues, if any, at the meeting. Any discussion or actions are approved and recorded in the minutes. These discussion and actions are shared with those not in attendance via minutes posted in the Faculty Commons. Student access is per request.

Students complete course evaluations and the faculty evaluation, Survey of Student Instruction (SSI), at the end of each course. In fall 2008, course evaluations as well as SSI surveys moved to an online only format to facilitate the aggregation of data. This has resulted in more timely feedback for faculty review as well as more immediate consideration for course revisions. Aggregate course evaluations for 2009-2010 indicated concerns about the *Community Health Nursing Theory* (NUR 4636) required textbook through a mean score below the benchmark determined by the CON faculty. Faculty took action, investigating and selecting another textbook to be used in this course. Informal feedback and course evaluations indicate a

number of students find the overlap occurring among some of the courses difficult. Course *overlap* occurs between *Nursing in a Multicultural Society (NUR 3655)* and *Nursing of the* Family (NUR 4606), between *Community Health Nursing Theory* (NUR 4636) and *Community Health Nursing Practicum* (NUR 4636L), and between *Leadership Theory* (NUR 4835) and *Leadership Practicum* (NUR 4835L).

Students in *Leadership Practicum* (NUR 4835L) complete informal, online evaluations of their self-selected preceptors. Evaluations reflect general satisfaction with the mentoring provided by the preceptors. This information is reviewed by individual faculty and shared with the lead faculty for the course. A more structured process for review and utilization of preceptor evaluation data is being developed.

Previously surveys from employers were very limited in response and quantity of information. Faculty addressed this issue in an Evaluation Committee meeting and recognized many preceptors may be past graduates, current employers, or become future employers of our graduates. Therefore, the preceptor is considered an integral player in our community of interest. In an effort to gather more useful data related to curriculum and teaching and learning practice the preceptor survey was modified. Starting in the fall of 2011, each preceptor will be asked to complete an assessment of our program in an effort to improve the quantity and quality of useable data.

Strengths

1. Students may finish the program by completing courses FTF, OL, or a combination of the two.
2. Progression of courses can be completed within 5-6 semesters, or spread out longer for students still needing to complete other graduation requirements
3. Course evaluation methods (assignments and grading rubrics) are the same for all sections of a course whether FTF or OL.
4. Faculty use multiple active learning strategies with students in both the FTF and OL courses.

5. Technology is used in FTF and OL courses.
6. The learning environment includes a dedicated BSN Librarian and dedicated BSN Tutor to provide support to all students in both communities (OL and FTF).
7. Students are able to self-select meaningful practicum experiences appropriate for their personal and professional goals.

Areas for Improvement

1. The curriculum is based on the *ANA Scope and Standards of Practice* (2004). The ANA released revised standards in 2010. ***Action:*** Faculty members have received the *ANA Scope and Standards of Practice* (2010). Faculty meetings will be scheduled for fall to review the MLOs and course assignments to ensure reflection of the new standards. Curriculum revisions will be initiated as needed.
2. Obtaining information from employers is challenging as response rates are low and results are not available in a timely manner. The pool of employers was expanded to include Advisory Board members with less than optimal response rates. *Action:* The pool of employers will be further expanded to include leadership preceptors. A majority of students are employed and use preceptors within their employing agency. The survey will be administered in fall 2011. Outcome information will be used to foster program improvement.
3. An alternative advising template was developed prior to the arrival of the current SPC President and may not be considered consistent with "individualized" planning for student success as outlined in the President's learning plan. The President's plan states: *Every student will have an individualized online learning plan that allows the student to make optimum use of online support. The plan will represent a means to expand the*

communication and support that SPC and the program provides to students on a proactive, individual basis. Action: The alternate advising template will be revisited and revised (Fall 2011) to reflect the long-term view of student success as defined by SPC.

4. Informal feedback and course evaluations indicate a number of students find the overlap among some of the courses challenging. Course overlap occurs between *Nursing in a Multicultural Nursing* (NUR 3655) and *Nursing of the Family* (NUR 4606), between *Community Health Nursing Theory* (NUR 4636) and *Community Health Nursing Practicum* (NUR 4636L), and between *Leadership Theory* (NUR 4835) and *Leadership Practicum* (NUR 4835L). *Action:* There are plans to examine and consider multiple options to address course delivery and length to minimize or eliminate overlap between courses. One consideration is to combine theory and practicum into a "C" course which is a combination of theory and practice as one course.
5. Practicum placements are increasingly difficult to secure, employers voice legal concerns, and there are increasing restrictions by some agencies. With increasing enrollment, it is anticipated practicum placements will be even more challenging. *Action:* There are plans to explore curricular changes to devise innovative activities to revise practicum experiences including the development of a standard contract for practicum placement.
6. A standardized method of communicating student input on preceptor effectiveness is needed for the leadership practicum. *Action:* Faculty will explore means of storing and disseminating information related to preceptor performance including the possibility of an electronic data base or other repository for student input.

STANDARD IV

PROGRAM EFFECTIVENESS: AGGREGATE STUDENT AND FACULTY OUTCOMES

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.

IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.

> *Elaboration: Processes are in place for regular collection of aggregate student outcome data. For entry-level programs, the program indicates whether NCLEX-RN® pass rate data represent first-time takers and/or repeat takers. The program is expected to demonstrate how RN-to-baccalaureate program graduates as well as pre-licensure graduates achieve the expected outcomes of the baccalaureate program. Certification pass rates are obtained and reported for those graduates taking each examination, even when national certification is not required to practice in a particular state. Program evaluation data are collected on a regular basis. For each degree program, the program calculates graduation rates (number of students completing a program divided by number of students entering a program). The program specifies the entry point and the time frame used in the calculation of graduation rates. Individual programs may collect additional aggregate outcome data related to other aspects of their mission, goals, and expected student outcomes (e.g., enrollment in further graduate education).*

Program Response:

As part of fostering program improvement, SPC CON faculty and staff and Institutional Research (IR) collect information from students, graduates, and employers. The data are pertinent to the aggregate program outcomes and demonstrated achievements of graduates.

Expected Outcomes

Expected aggregate outcomes are categorized as (a) ***expected student outcomes*** (ESOs), (b) ***demonstrated achievements*** (DA), and (c) ***other outcomes*** (OO)**.** Collectively these measures embody the program mission and goals by emphasizing graduates in professional roles reflective of their preparation as baccalaureate nurses. Cultural and ethical perspectives, evidence-based practices, leadership and management skills, and health

promotion and risk reduction are demonstrated achievements mirroring the curricular elements as identified in the *Essentials* (2008). As such, they represent key competencies every program graduate should know and be able to demonstrate. Table 4.1 aligns the expected aggregate outcomes with the appropriate data source.

Table 4.1 Expected Aggregate Outcomes and Data Sources

Expected Aggregate Outcomes	Data Sources
Expected Student Outcomes	
1: At least 70% of students will have graduated with a baccalaureate degree in nursing in five years. *Note: Five years is in alignment with the lifespan of the college catalog.*	Enrollment Management System
2: At least 85% of all graduates will be employed in the practice of nursing in roles reflective of the BSN degree, enrolled in further nursing education, or serving in the military as a	Recent Alumni Survey
3: Within one year of graduation, a minimum of 85% of the respondents will report satisfaction with the RN-BSN education preparation for their role as professional nurses.	Recent Alumni Survey
4: Seventy-five percent of service area employer respondents will report satisfaction with the knowledge, leadership skills, and practice displayed by the majority of RN-BSN Program graduates at 12 months following graduation.	Employer Survey Advisory Board Survey
5: Within one year of graduation, 70% of graduate respondents will report participation in an activity demonstrating professional commitment to nursing such as membership in a professional nursing organization, serving on a health agency board or committee, or providing volunteer community service in a nursing related capacity.	Recent Alumni Survey
Demonstrated Achievements	
1: Incorporate cultural and ethical perspectives into nursing practice.	Recent Alumni Survey Employer Survey End-of-Program Survey Exit Exam Test
2: Use evidence-based knowledge in the application of nursing care.	
3: Demonstrate the use of leadership and management skills in professional nursing practice.	
4: Integrate health promotion and risk reduction strategies into the nursing practice.	
Other Outcomes	
Student Satisfaction (RN-BSN program)	End-of-Program Survey
Course Progression	Enrollment Management System
Course Evaluation	Course Evaluation Surveys
Course Instruction	Student Survey of Instruction
Student Satisfaction with SPC Services (college-wide)	Enrolled Student Survey

Expected Student Outcomes: The ESOs were selected as a means to identify the outcomes of interest and define program expectations for graduates and employers. The graduation rate is calculated at the 5-year mark. The start of the program is defined as enrollment in *Professional Roles and Dimensions of Nursing Practice* (NUR 3805), the first course in the program and pre-requisite to all other core upper division nursing courses. The five-year mark is defined as the

five years following the traditional time frame in which the upper division nursing courses can be completed (i.e., 5 – 6 semesters). The graduation rate is calculated as the percentage of students who have graduated out of all students registered in *Professional Roles and Dimensions of Nursing Practice* (NUR 3805) in an academic year. In addition, the graduation rate is monitored each year up to the five-year mark. Calculation methods for the other program outcomes can be found in Appendix U.

Demonstrated Achievements: The demonstrated achievements were selected as a means to identify the qualities baccalaureate-prepared nurses should demonstrate in their clinical practice. These also align with the curricular elements found in the *Essentials* (2008). The DA were approved by faculty in July 2009. The demonstrated achievements are evaluated from the perspective of students in *Leadership Practicum* (NUR 4835L), graduates, and employers. In addition, students in *Leadership Practicum* (NUR 4835L) complete an Exit Exam to assess the cognitive domains associated with the demonstrated achievements. The Exit Exam was developed by the faculty with the assistance of Heath Education Systems Incorporated (HESI), a professional testing company. The exam was first administered in the spring and summer sessions of 2010.

Other Outcomes: Other outcomes were selected as these identify areas of interest regularly monitored that related to students. Student satisfaction with the program is obtained from students in *Leadership Practicum* (NUR 4835L). Course progression, evaluation, and instruction data are collected for every course throughout the academic year. Course progression is the percentage of students receiving a grade of “C” or better each semester. Course evaluations assess the MLOs and effectiveness of course-specific items. To emphasize the importance of consistency in program quality, course progression, and course evaluations were compared with FTF and OL courses starting in 2009-2010.

Quality and effectiveness of course instruction is evaluated by SPC through the Department of Institutional Research. The Survey of Student Instruction (SSI) assesses subscales for faculty engagement, preparation/organization, and the quality of instruction; results are available in aggregate for faculty as FTF and OL combined. Finally, satisfaction with SPC college-wide services assesses the levels of student satisfaction with college-wide services (e.g., online registration, library services, parking, etc.) in each academic year.

Data Sources

Mechanisms are in place for regular collection of outcome data from current students, alumni, and employers. Table 4.2 illustrates the data sources and the appropriate respondent as defined by the community of interest.

Table 4.2 Respondent and Data Sources

Respondent	Data Sources
Current Students	Course Evaluations Course Progression End-of-Program Survey Enrolled Student Survey RN-BSN Exit Exam Student Survey of Instruction
Graduates	Graduation and Program Completion Recent Alumni Survey
Employers	Advisory Board Survey Employer Survey Leadership Preceptor Survey (*to start in fall of 2011*)

Current Students: From current students, data are collected regarding demonstrated achievements, program satisfaction, and other outcomes (i.e., course progression, course evaluation, quality of instruction, student demographics, and satisfaction with SPC college-wide services). To improve response rates from students, faculty members regularly communicate with students about the expectation and importance of completing course surveys and end-of-program surveys and testing. The surveys are completed online and each respondent remains anonymous.

Graduates: From graduates, data are collected regarding program outcomes and demonstrated achievements. In an RN-BSN completion program, fully admitted students are required to have a current, unencumbered Registered Nurse (RN) license; thus NCLEX-RN® pass rates are not monitored. In addition, almost all students are employed while enrolled in courses. Employment data is collected by SPC as part of the *Recent Alumni Survey*. The percent of employed graduates is based on the number of respondents replying to the survey question pertaining to current employment. To improve the response rate from graduates, faculty members regularly communicate with students during their final core course (*Leadership Practicum* NUR 4835L)

about the expectation and importance of completing alumni surveys. In addition, an announcement is made during the leadership luncheon. Finally, to obtain data from graduates in a more timely fashion, the decision was made by the faculty to collect data from graduates at the commencement ceremonies in spring and summer (starting in 2011) as these represent the academic terms when the bulk of students graduate from the program.

Employers: From employers, data regarding demonstrated achievements and program satisfaction are collected. SPC collects data from employers only after contacting graduates and obtaining their permission to contact their employers. This process limits the number of employer responses. To improve the response rate from employers, the pool of employers was expanded to include Advisory Board members starting in March 2009. Further efforts to increase employer response rates included expanding the pool of employers to leadership preceptors who work for organizations employing graduates. This survey effort will begin in fall of 2011.

IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.

> *Elaboration: Actual student outcomes data are analyzed in relation to expected student outcomes to identify areas of discrepancies. Discrepancies may indicate areas for program improvement.*

Program Response:

The Evaluation Committee has developed a data review plan (Table 4.3). The plan allows faculty to review aggregate student outcomes and compare them to the ESOs at regular intervals. The schedule was chosen to allow meaningful feedback in a timely manner optimizing efforts at program improvement.

In addition, the Evaluation Committee provides an annual report to document completion of its responsibilities formalized in the plan for program quality (Appendix V). The plan is reviewed annually to ensure all committees are effectively tracking progress toward meeting expectations as defined. Additionally, faculty ascertain if components of the plan provide meaningful data for continuous program improvement. Although the intent of the plan was not changed, some of the methods to achieve the goals needed clarification. The last review, revision, and approval occurred in January 2011. The first revised annual report was given by

the Evaluation Committee in fall of 2010 and provided a review of outcomes and actions taken during the 2009-2010 academic year as well as recommendations for the next academic year.

Table 4.3. Data Review Plan

Session	Data
Fall	RN-BSN Exit Exam End-of-Program Survey Course Evaluation & Progression
Spring	Graduation and Program Completion Recent Alumni Survey Student Survey of Instruction
Summer	Employer Survey Advisory Board Survey Leadership Preceptor Survey (*to start in fall of 2011*) Enrolled Student Survey

Expected Student Outcomes

Actual expected student outcomes have been assessed up to the current data available (Table 4.4). Actual ESOs related to graduate satisfaction, graduate employment, and employer satisfaction exceed expectations. Actual student outcomes related to graduation and professional commitment activities were below expectations and represent areas for improvement. Additional survey efforts assessing graduate satisfaction, employment, and professional commitment activities are administered by SPC through the Department of Institutional Research and results for 2009-2010 were not available at the time this report was compiled.

For graduation rates, the first three admission cohorts have reached the five-year mark for this benchmark. Of these cohorts, only the group who reached the five-year mark in 2009 had a graduation rate that exceeded the expected outcome. The other cohorts had graduation rates below the expected outcome. For the outcome related to graduate participation in professional commitment activities, the percentage of graduates participating in activities is consistently lower than expected. It is important to note the number of graduate respondents is low which may impact the findings.

At the time of the re-accreditation visit in September 2011, additional expected student outcome results will be available on site from both graduates and employers.

Table 4.4 Expected Student Outcomes

Expected Student Outcomes	2008	2009	2010
At least 70% of students will have graduated with a baccalaureate degree in nursing in five years. *Note: Five years is in alignment with the lifespan of the college*	65.1%†	73.4%	63.3%†
At least 85% of all graduates will be employed in the practice of nursing in roles reflective of the BSN degree, enrolled in further nursing education, or serving in the military as a commissioned officer within six to nine months after graduation. *Note: Percentage based on previous data.*	100%	100%	NA
Within one year of graduation, a minimum of 85% of the respondents will report satisfaction with the RN-BSN education preparation for their role as professional nurses.	90%	98%	NA
Seventy-five percent of service area employer respondents will report satisfaction with the knowledge, leadership skills, and practice displayed by the majority of RN-BSN Program graduates at 12 months following graduation. Employers Advisory Board	100%	100% 67%†*	NA 100%
Within one year of graduation, 70% of graduate respondents will report participation in an activity demonstrating professional commitment to nursing such as membership in a professional nursing organization, serving on a health agency board or committee, or providing volunteer community service in a nursing related capacity.	67%†	54%†	NA

NA = data not available

† Indicates the actual outcome did not meet the expected outcome.

* In 2008-2009, data were only collected in March and there was one outlier, who ranked every item with a 1 indicating "strongly disagree". This may represent a misunderstanding of the response scale. With an N=3, this outlier had an effect of lowering the mean.

Demonstrated Achievements

The demonstrated achievements are relatively new and data reflect the perspectives of students, graduates, and employers in each area. Benchmarks have not been defined as the decision was made to wait until more data became available; however, mean scores among groups surveyed (i.e., students, graduates, and employers) are compared. The mean scores from students and employers were relatively high indicating high levels of achievement in each area (Table 4.5). The survey used to gather data about the demonstrated achievements from graduates is administered by the SPC Department of Institutional Research and results for 2009–2010 are not available at this time. As stated previously, efforts to obtain more timely

information from graduates will include data collection from graduates at the commencement ceremony, which started spring 2011.

For the demonstrated achievements, survey results reveal employers, Advisory Board members, and students consistently had high mean scores for the level of achievement related to all four areas: *(a) incorporating cultural and ethical perspectives…, (b) use of evidence-based knowledge…, (c)…use of leadership and management skills, and (d) integrating health promotion and risk reduction strategies...* Across all groups mean scores in each area ranged from 4.2 to 4.7 (response scale from 1 to 5, with higher scores indicating higher levels of achievement). Data will be available onsite for review.

Table 4.5 Demonstrated Achievements: Mean Scores by Group

Demonstrated Achievement	Graduates	Employers (employers)	Employers (advisory board)	Students
	2008-2009	2008-2009	2009-2010	2009-2010
Incorporate cultural and ethical perspectives into nursing practice	NA	4.5	4.3	4.6
Use evidence-based knowledge in the application of nursing care	NA	4.5	4.2	4.7
Demonstrate the use of leadership and management skills	NA	4.4	4.0	4.6
Integrate health promotion and risk reduction strategies into nursing practice	NA	4.4	4.2	4.6

NA = data not available. Response scales range from 1 to 5 with higher numbers indicating a higher level of achievement.

In addition, students in *Leadership Practicum* (NUR 4835L) are given a customized Exit Exam (EE) to assess their cognitive ability related to the demonstrated achievements. The EE was intended to contain an even distribution of 15 items for each demonstrated achievement for a total of 60 items. Benchmarks were not defined as the decision was made to wait until sufficient data became available. The first round of administrations of the exit exam were in spring and summer of 2010 and included 164 of the 173 students completing the program for a 94.8% completion rate.

Due to testing company error, the exam only contained 50 items and five pilot items. Excluding the pilot items, the actual distribution of items was: (a) 14 items for *incorporating cultural and ethical perspectives…,* (b) 8 items for *use evidence-based knowledge…,* (c) 13 items for *…use of leadership and management skills,* and d) 15 items for *integrate health promotion and risk reduction strategies...* In addition, testing company reporting is limited to the percentage of students who correctly answered each item.

The following are the results from the 2010 test administration (Table 4.6). For *incorporating cultural and ethical perspectives…,* the percentage of students who correctly answered each item ranged from 48.2% - 90.9%. For *use of evidence-based knowledge…,* the percentage of students who correctly answered each item ranged from 24.4% - 73.2%. For …*use of leadership and management skills,* the percentage of students who correctly answered each item ranged from 51.8% to 93.3%. For *integrate health promotion and risk reduction strategies…,* the percentage of students who correctly answered each item ranged from 30.5% to 89.6%. Data for each specific item will be available on site.

A composite score was calculated for each demonstrated achievement (piloted items excluded) and the results for 2010 indicated SPC was comparable to the national mean for all of the demonstrated achievements except …*use of evidence-based knowledge…* where the SPC students scored statistically significantly lower than the national mean (52.8 vs. 63.8, *p*=.015).

Table 4.6. Exit Exam Results: Mean for RN-BSN students (N) compared to the National Mean

Demonstrated Achievement	2010 N=164	
	SPC Mean	National Mean
Incorporate cultural and ethical perspectives into nursing practice	75.0	72.7
Use evidence-based knowledge in the application of nursing care	52.8*	63.8
Demonstrate the use of leadership and management skills	72.4	69.2
Integrate health promotion and risk reduction strategies into nursing practice	64.8	65.8

Note: *Statistically significantly different from national mean (*p*=.015)

The 2010 Exit Exam results indicated a high percentage of students tested were able to correctly address many items in three of the four areas: (a) *incorporating cultural and ethical perspectives…,* (b) …*use of leadership and management skills,* and (c) *integrating health promotion and risk reduction strategies...* Although the testing company error and reporting

limitations had the greatest effect on the items for *use evidence-based knowledge…*, this demonstrated achievement was identified as an area in need of further investigation and actions for improvement. Faculty is currently reviewing course objectives to enhance student understanding of the need to incorporate evidence-based knowledge in the application of nursing care.

Other Outcomes

Regarding items categorized as other outcomes, students' satisfaction with their educational preparation, course evaluation, course progression, course instruction, and satisfaction with SPC college-wide services are consistently high. Data from course evaluations reveal the mean scores for the vast majority of items in the course evaluation are consistently above the threshold of 3.75 (response scale from 1=strongly disagree to 5=strongly agree). In 2009-2010, only four FTF courses had ratings below 3.75 for some items. Mean scores for course evaluations for 2009-2010 are shown in Appendix W. Mean scores for course evaluation data compared over the last three academic years is available on site. It is important to note the total number of students and responses in FTF courses is considerably smaller compared to online courses; therefore, one outlier can have a large effect on the mean. The areas in these courses below 3.75 were identified as needing further investigation and actions for improvement.

IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.

> *Elaboration: The program reports aggregate data related to its expected outcomes. Reported data include student, alumni, and employer satisfaction; graduation rates; NCLEX-RN® pass rates; certification examination pass rates; employment rates; as well as data related to other program-identified expected outcomes.*

Program Response:

Program outcome results reveal the program is effective in many areas. The percentage of graduates who are employed, enrolled in further nursing education, or serving as a military officer is consistently high and exceeds expectations. The percentage of graduates who are satisfied with the educational preparation provided by the program is consistently high and exceeds expectations. Recent data reveal employers and Advisory Board members are very satisfied with the knowledge, leadership skills, and practice displayed by the majority of graduates.

Expected Student Outcomes

Data with regard to graduation rates reflects an area of discrepancy when actual aggregate data is compared to the expected outcome. Although the percentage of graduates at the five-year mark was above expectation at 73.4% in 2009, in 2008 and 2010 the percentage of graduates was 65.1% and 63.3%, respectively. It is important to note in an attempt to set realistic and academically sound expectations for graduation, a benchmark of 70% was chosen. However, the benchmark was established without consideration or comparison of expectations for graduation within comparable RN-BSN programs. As students in the RN-BSN represent a unique group of baccalaureate learners, the discrepancies noted signify a key area of program improvement within the broader scope of student success.

Although the level of professional commitment activities by graduates was identified an area for improvement, a majority of graduates (54% to 67%) each year were participating in professional commitment activities.

Demonstrated Achievements

For the demonstrated achievements, survey results reveal employers, Advisory Board members, and students consistently had high mean scores for the level of achievement related to incorporating cultural and ethical perspectives…, use of evidence-based knowledge…, …use of leadership and management skills, and integrating health promotion and risk reduction strategies… Across all groups mean scores in each area ranged from 4.2 to 4.7 (response scale from 1 to 5 with higher scores indicating higher levels of achievement). In addition, the Exit Exam results indicated a high percentage of students tested were able to correctly address items in three areas: (a) *incorporating cultural and ethical perspectives…,* (b) *use of leadership and management skills…,* and (c) *integrating health promotion and risk reduction strategies.*

Other Outcomes

Results of the other outcomes provide additional evidence the program is promoting high quality. For 2008-2009 and 2009-2010, student satisfaction was very high with 94% to 96.5% (respectively) reporting they were satisfied with the educational preparation from the program.

The latest course progression results reveal in the vast majority of courses, 90% or more, students earned a passing grade of C or better. When assessed by FTF and OL, only three courses had progression rates below 90% (87.5% to 88.6%). This can be explained by a few students who received an “incomplete” rather than a grade at the end of the semester. For example, students in *Community Health Nursing Practicum* (NUR 4636L) must work with

community agencies to accumulate the number of required practicum hours. The speed at which they are able to complete the required hours can vary based on the agency. Students can receive an “incomplete” if they must complete the remaining hours after the course is complete. Once the hours are completed, the student receives the grade earned which then increases the progression rate to 90% or greater. Course progression for 2009-2010 is shown in Appendix X. Course progression data for the last three academic years is available on site.

The latest course evaluation data reveal the vast majority of courses received mean scores meeting or exceeding the threshold of 3.75 (response scale ranges from 1=strongly disagree to 5=strongly agree) for all items. As stated earlier, four FTF courses had some items with mean scores below the threshold and are under review.

Through 2009-2010, the Student Survey of Instruction results reveal students consistently score instructors very high on ratings for course instruction regarding engagement, preparation/organization, and instruction (response scale ranges from 1 to 7 with higher scores indicating a higher level of instructor performance). The mean scores for the program are comparable to those of the HEC and SPC overall with a range of 6.29 – 6.67. These scores are shown in Appendix Y.

Student satisfaction with SPC college-wide services is monitored and reported to faculty annually. The most recent year reported was 2010. The Enrolled Student Survey, as previously mentioned, is an example. It is important to note the CON has minimal to no control over the quality of the services addressed in the survey (Appendix K). Although efforts are made to consider these services in terms of how they may impact students in the program, faculty and staff expect the institution to remedy issues with quality of services as part of its effort at program improvement. In addition, SPC works with the appropriate department at the campus or college level to address specific identified concerns.

IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.

Elaboration: The program demonstrates use of aggregate student outcome data for program improvement when actual outcomes are not consistent with expected outcomes. Adjustments to foster ongoing program improvement are deliberate and congruent with the mission, goals, and expected student outcomes.

Program Response:

The program uses aggregate student outcome data to foster ongoing program improvement when actual outcomes do not meet the established or desired thresholds. Areas for program improvement have been identified related to actual aggregate data for ESOs, demonstrated achievements, and course evaluations and include: (a) percentage of graduates at the five-year mark, (b) percentage of graduates participating in professional commitment activities, (c) demonstrated achievement related to *use of evidence-based knowledge…*, and (d) course evaluation scores for items in four FTF courses.

Graduation: The graduation rate at the five-year mark prompted an investigation and multiple actions to increase student success throughout the program. The status of non-graduates was investigated at the traditional time in which the program can be completed (i.e., two academic years) and at the five-year mark to assess whether or not they had completed the nursing courses. For non-graduates who had completed all the nursing courses, it was assumed their failure to graduate was due to unmet general education and/or graduation requirements (i.e., foreign language). For non-graduates who had not completed the nursing courses, it was assumed their failure to graduate was related to attrition/retention in the nursing courses as well as unmet general education and/or graduation requirements.

At all measurement points and for each admission cohort, there was a much larger percentage of students who had not completed the nursing courses (19.8% to 32.6%) compared to those who had completed the nursing courses but had not finished the general education courses (4.1% to 7.5%). This indicates that for the largest proportion of non-graduating students, failure to complete nursing courses is the major reason they do not graduate. Completion of nursing courses but failing to finish general education courses hinders a much smaller proportion of students from graduating.

Actions were taken to improve student success in their nursing and general education/graduation requirements involving (a) student advising, (b) flexible course progression, (c) a new director position, and (d) targeted student success initiatives. Upon admission, each student is notified of outstanding general education requirements by the baccalaureate specialist; students are encouraged to complete general education courses prior to starting the upper division nursing course work. In addition, an advising day for new students is held before registration occurs for their first semester. Students are also assigned a faculty advisor and instructed to contact their advisor during the first semester. Students are advised to take specific general education courses in a logical manner supporting foundations in the liberal

arts. Students are also advised to complete as many, if not all, general education requirements and graduation requirements before starting the program.

For students who start the program and still have general education and graduation requirements to complete, an alternative program plan was created. Students with a large number of outstanding general education and graduation requirements are advised to follow the alternative plan. The alternative plan schedules the upper division nursing courses over semesters to incorporate and facilitate concurrent completion of general education and graduation requirements while they are in the program.

A curriculum workshop held in January 2009 was used, in part, as an opportunity to address the progression of upper division nursing course work mandated by pre-requisite and/or co-requisite designations in each course. In light of concurrent curriculum changes, revisions were made to allow more flexibility in the progression of courses and facilitate program completion. Increased flexibility is important because most of the core courses are only offered during two of the three semesters in an academic year.

Prior to the change, a more rigid program sequence forced students who missed, withdrew, or failed a core course to wait one to two semesters before they could retake the course and get back into the program sequence. The longer students have to wait, the less likely they are to return to the program. After the change, a more flexible sequence allowed more students to continue with another course during the subsequent semester while waiting to retake a course.

Starting in October of 2008, the Director of Curriculum and Student Success has strongly supported the overall efforts of faculty to foster program improvement and ensure student success throughout the curriculum. As an example, the director has assumed responsibility for collection of data and maintenance of evaluation tools used by faculty to determine program effectiveness. To ensure student success, the Director has developed and implemented several initiatives to improve success in mathematics and writing. In addition, the director devotes time to tracking and counseling students failing any nursing course for academic or academic integrity issues.

The Director partnered with the dean of mathematics to create a learning community dedicated for BSN students taking *Elementary Statistics* (STA 2023) beginning fall 2010. This blended course meets at the HEC once a week, uses project-based learning experiences with relevant examples applicable to nursing, and has special tutoring sessions prior to the start of class each week by staff from student support services. *Elementary Statistics* is pre-requisite to *Introduction to Nursing Research* (NUR 4165).

An online writing tutorial, the Pearson *MyCompLab* which navigates students through the writing process as they develop a paper, was implemented and coordinated by the Director. Finally, faculty members actively promote writing tutoring services offered through the New Initiative Program (NIP) at the HEC and *Smarthinking* (service available for online student accessed within the course).

Professional Commitment Activities: Graduate RN-BSN participation in professional commitment activities prompted an investigation and multiple actions to increase participation in these activities. The evaluation committee investigated the Recent Alumni Survey and found items used to collect this information may not be not clearly worded to elicit the desired information. Actions taken include revising the wording of the survey items in early 2010. Additional actions to improve response rates for the Recent Alumni Survey included announcements during the *Leadership Practicum* (NUR 4835L) course and at the leadership luncheon. In addition, graduates will be surveyed at the commencement ceremonies starting in 2011. As another means to elicit information about professional commitment activities, student were asked about professional commitment activities in the End-of-Program Survey given in *Leadership Practicum* (NUR 4835L) starting in 2010 with revisions in 2011.

The Curriculum Committee created a task force to review the curriculum and make recommendations based on these findings. Each course was reviewed for the presence and extent of content related to professional commitment activities. Faculty input was sought prior to making recommendations to enhance or add content. For example, the *Professional Roles and Dimensions of Nursing Practice* (NUR 3805) is the first course of the program and introduces the history and relevance. Content was enhanced by revising an existing learning activity to allow an in-depth exploration of a professional nursing organization at the local, state, or national level. In *Introduction to Nursing Research* (NUR 4165), a learning activity was incorporated analyzing evidence-based guidelines and recommendations from professional nursing organizations. The practica courses, *Community Health Nursing Practicum* (NUR 4636L) and *Leadership Practicum* (NUR 4835L) provide learning activities demonstrating professional commitment. In *Community Health Nursing Practicum* (NUR 4636L), students spend 45 contact hours in community agencies where they are encouraged to observe professional behavior.

The Student Affairs Committee took actions to enhance awareness of and participation in professional commitment activities. To increase awareness, professional activities of faculty members are highlighted each month in the CON Student Commons. Examples of highlights include a faculty poster presentation at the American Association of Colleges of Nursing's

Baccalaureate Education Conference in 2010 on student success initiatives and also a faculty delegate's discussion of the history and role of Sigma Theta Tau International Honor Society of Nursing. The SPC RN-BSN Honor Society was chartered in the Sigma Theta Tau International (SSTI) Honor Society as the Upsilon Psi (UP) chapter in 2009. Eligible students are invited to join the chapter providing opportunities for professional membership, leadership and a community service. The CON Student Commons contains a list of professional organizations, including meeting dates and other announcements, with opportunities for student involvement in professional endeavors.

Evidence-Based Practice: Student performance related to the *use of evidence-based knowledge…* on the Exit Exam prompted an investigation and actions to improve student performance in this area. The evaluation committee investigated testing company error related to the items delivered in the first administrations of the test in 2010. Errors involved delivering less than the agreed upon number of items in each area of the demonstrated achievements and use of pilot items. Both of these errors could have contributed to poor student performance as the demonstrated achievement most affected by the errors was *use of evidence-based knowledge*… The test blueprint was revised to include 50 items with a more even distribution of questions across the four demonstrated achievements. All pilot items were removed. The revised test will be administered in spring and summer of 2011.

The Curriculum Committee created a task force to investigate the curriculum and make recommendations based on the findings. Over the entire program, the sequence in which evidence-based content was introduced, reinforced, and enhanced was reviewed. The sequencing was revised to accurately reflect the introduction of evidence-based practice content in *Professional Roles and Dimensions of Nursing Practice* (NUR 3805). Once the sequence was revised, each course was reviewed for the presence and extent of content related to application of evidence-based practice in nursing. Faculty input was utilized to make recommendations to enhance or add content. For example, in *Pathophysiology* (NUR 3125), a learning activity was enhanced to include the application of evidence-based practice related to a specific disease process. In *Legal and Ethical Aspects of Nursing* (NUR 3826) a discussion forum discussing ethical standards from professional nursing organizations was added. *Community Health Nursing Practicum* (NUR 4636L) also includes a discussion forum about local resources offered in the community through professional organizations. For *Introduction to Nursing Research* (NUR 4165) an assignment with the use of professional organizations as a

resource for evidence-based practice was added. In addition, all of the discussions now include an application to evidence-based practice.

Course Evaluations: As stated earlier, aggregate course evaluation data for 2009-2010 identified four FTF courses having items with mean scores less than the benchmark of 3.75 (response ranges from 1=strongly disagree to 5=strongly agree).This prompted a review and multiple actions to increase student participation in these activities. A review by the Evaluation Committee revealed the enrollment and response rate in FTF classes is lower when compared to OL classes; therefore outliers in FTF courses have a greater affect on the mean scores. To avoid identification of individual course instructors by faculty, information on items falling below the benchmark was provided in aggregate form to the curriculum committee chairs and lead instructors for each of the courses involved for subsequent actions if appropriate.

The Curriculum Committee reviewed the course evaluation data for the FTF courses having benchmarks below 3.75. To ensure students understand the course content in *Pharmacology in Nursing Practice* (NUR 3145), faculty will review the MLOs at the beginning of the course in relation to course objectives and assignments. To address issues with textbooks and readings, faculty will make an effort to use the text in conjunction with class activities and emphasize and encourage corresponding readings. For *Introduction to Nursing Research* (NUR 4165) and *Nursing in a Multicultural Society* (NUR 3655), assignments will be re-worded to closely match the textbook and any associated projects.

IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.

> *Elaboration: Aggregate faculty outcomes reflect the program's mission, goals, and expected student outcomes. For example, if research is an identified element of the program's mission, faculty research productivity should be assessed as an expected faculty outcome. If research is not part of the identified mission, it would not be expected as a faculty outcome. Evaluation of faculty outcomes is consistent with the institution's and program's definition(s) of faculty role expectations. There is congruence between expectations of the faculty in their roles and evaluation of faculty performance.*

Program Response:

Evaluation of expected faculty outcomes is consistent with SPC and CON definitions of faculty role expectations as outlined in the *SPC Faculty Manual* accessible electronically on

SPC's web site. In addition, the expected faculty outcomes are congruent with SPC's mechanism for evaluation of performance. Faculty outcomes have been aligned with the expectations for scholarship and professional development as determined by SPC. Specifically, there are three key areas for faculty outcomes: (a) faculty effectiveness, (b) contribution to college effectiveness, and (c) professional development and scholarship.

Faculty member effectiveness is defined as the quality of teaching in the specific areas of faculty engagement, preparation/organization, and instruction. Faculty outcome data is shown in Appendix Z. Aggregate data includes full-time and adjunct faculty members and are obtained from students using the Student Survey of Instruction in every RN-BSN course. The Student Survey of Instruction contains subscales for faculty engagement, preparation/organization, and course instruction. The composite score for each subscale ranges from 1 to 7 with a higher score indicating a higher degree of quality. The expected outcome is a composite score for each subscale of 5.0 or greater. Students give high ratings for faculty effectiveness, with scores in each subscale consistently exceeding expectations related to teaching. In 2009-2010, scores on each subscale ranged from 6.47 to 6.58.

Full time faculty members' contribution to college effectiveness is defined as service on CON committees and college-wide committees, activities, and/or other special projects. Aggregate data are obtained from the faculty. The expected outcomes are 100% of full-time faculty members serve on CON committees and at least 50% of full-time faculty members serve the college with committee membership, activities, or other special projects. Faculty members consistently meet or exceed expectations related to service.

Faculty members' professional development and scholarly activities are defined in Table 4.7. Aggregate data are obtained from the faculty. The expected outcome is 100% of full-time faculty members participate in professional development or scholarly activities. In 2010-2011, 100% of full-time faculty members participated in professional development or scholarly activities.

Table 4.7 Professional Development and Scholarship Data

		2008-2009	2009-2010	2010-2011
		n = 7	n = 8	n = 8
Papers	Peer-Reviewed Journal Articles	1	1	4
	Non-Peer-Reviewed Publications			
	Peer Reviewer			3
Presentations	National/International	2	2	3
	State/Local	12	12	3
Recognitions	Awards/Elections	2	4	2
Professional Organizations				
National/International	Officer	0	2	3
	Member	17	23	16
	Committee Participation	1	1	2
	Event Participation	1	2	
State/Local	Officer	1	2	3
	Member	7	9	8
	Advisory Board	1	1	
	Committee Participation	4	4	2
	Event Participation	5	5	2
Meeting Attended	National/International	5	6	3
	State/Local	5	7	4
Community Service	Officer	0	0	0
	Member	6	8	4
	Advisory Board	2	4	4
	Committee Participation	1	1	2
	Event Participation	4	5	2

IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.

Elaboration: If formal complaints indicate a need for program improvement, there is evidence that action has been taken to address that need.

Program Response:

All SPC students have the right to appeal academic decisions according to established college policy as defined by BOT Rule 6Hx23-4.36, amended in summer 2010. Students are

encouraged to first discuss the matters of complaint with the instructor, and then the Dean if the issue is not resolved. As last reported in for 2009-2010 academic year, the program has not experienced formal grievances with regard to violations in rules or policies or arbitrary or capricious action by college staff. At the time of the accreditation visit, formal complaint information for 2011 will be available on site.

Strengths

1. The community of interest (students, graduates, and employers) is well represented with feedback assessed for program effectiveness and improvement.
2. The majority of data are available in a useable and accurate configuration from within the CON and SPC for meeting data acquisition goals.
3. Subjective outcomes (i.e., program satisfaction and demonstrated achievements) are triangulated by collection from multiple sources.
4. Data is analyzed and presented to faculty on a regular basis allowing for decision-making in a timely manner.
5. Data is actively used to assess program effectiveness and to foster program improvement.
6. Student satisfaction and program outcomes related to graduate employment, graduate satisfaction, and employer satisfaction exceed the established thresholds.
7. Subjective ratings of the demonstrated achievements by students, graduates, and employers are consistently high.
8. Faculty outcomes consistently exceed the established thresholds.

Areas for Improvement

1. Meeting the benchmark established for graduation rates and remains a challenge.
   Actions:
   a. The graduation benchmark will be reconsidered in light of our program data.
   b. Students success strategies will be investigated and implemented (e.g., writing tutoring, learning communities).

   c. Faculty advisors will continue to individualize program plans to assist students with program completion.

2. Although the benchmark related to employer outcomes are exceeded, the response rate for employers remains low and data is not available in a timely manner. *Action:* The pool of employers will be further expanded to include leadership preceptors. A majority of graduates are employed and use preceptors within their employing agency. The survey will be administered in fall 2011. Information will be used to foster program improvement.

3. Meeting the threshold established for professional commitment activities remains a challenge. The wording of survey items and lack of timely data may complicate data collection and improvement. *Actions:*

   a. The survey items were reviewed and reworded to clarify their intent.

   b. To address item clarity and timeliness of data, a survey was designed to collect all aspects of professional commitment activities which will be administered immediately preceding commencement ceremonies.

   c. The curriculum will continue to be regularly assessed for professional commitment activities in a manner consistent with the major learning outcomes.

   d. Professional commitment activities will continue to be highlighted in the Student Commons.

4. The demonstrated achievements lack established thresholds. There is limited interpretability of the initial Exit Exam results. Students score low on the demonstrated achievement related to …*use of evidence-based knowledge…Actions:*

   a. Thresholds for subjective ratings will be established in light of our program data.

   b. The Exit Exam items were revised to eliminate pilot items and to more evenly distribute items among the demonstrated achievements. Changes will be reassessed after the next administration.

   c. The curriculum will be regularly assessed for use of evidence-based knowledge in a manner consistent with the major learning outcomes.

   d. The use of the Exit Exam will be reconsidered in light of the available interpretation.

5. The response rate for course evaluations is low in FTF classes. *Action:* Faculty members will actively engage students to complete course evaluations. FTF students may be brought to the testing center for online completion of course evaluations.